

COUNTRY WITH NO RICH AND NO POOR      COUNTRY WITH RICH AND POOR

WE MADE THE CHAIRS AND WE USE THEM.

WE MADE THE CHAIRS AND WE BOOK THEM.

**LET'S WORK THESE OUT**

1. Give three examples where an average is used for comparing situations.
2. Why do you think average income is an important criterion for development? Explain.
3. Besides size of per capita income, what other property of income is important in



# Package in Social Sciences For Professional Development of In-Service Teachers



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## **Introduction**

Secondary education is a crucial stage as it prepares students for higher education and also for the world of work. The rigour of the secondary and higher secondary stage, enables students to compete successfully for higher education and for jobs globally. Therefore, it is absolutely essential to strengthen this stage by providing greater access and also by improving quality in a significant way. The vision for secondary education is therefore to make good quality education available and accessible. Providing quality education at this stage is largely dependent on teacher preparedness. Though the professional preparation of teachers has been recognised as crucially important since the 1960s, yet most teachers remain isolated from centers' of higher learning and their needs for professional development remain unaddressed. In-service education can play a significant role in the professional growth of teachers to enable them to become agents of change in school-related practices. Teacher education programmes need to accommodate the emerging ideas in context and pedagogy and address the issue of linkages between school and society.

An important concern that needs to be addressed in this regard is providing access to teacher support material. The inadequacy of quality teacher support material in Social Sciences at the secondary stage has impacted the quality of in-service teacher education programmes. The NCERT has therefore taken up the task of developing In-service Teacher Professional Development Package (ITPD) in various disciplines for the secondary stage in the States and Union Territories under RMSA. The Department of Education in Social Sciences has developed the ITPD Package in Social Sciences based on common themes identified from the syllabi and textbooks of NCERT and various State and UTs. The Package seeks to address the need for continuous professional development of social science teachers. Before proceeding with the task of developing the Package, a preliminary research work was conducted by the faculty in terms of preparing a questionnaire and distributing it to practicing teachers (over 200 teachers) to get their feedback regarding specific themes that need to be addressed in the Package.

The Package has been developed by faculty members of the Department along with practising teachers who helped in developing a number of activities for the modules pertaining to the disciplines of social sciences. The Package was also reviewed by teachers and experts from RIEs and NIE Departments for their valuable feedback/suggestions in November-December, 2013 before its try-out. The Package besides delving into the intricacies of transaction of themes, also seeks to incorporate emerging perspectives of inter-disciplinarity, social concerns such as gender justice, peace education inclusive education, utility of ICTs, use of arts and crafts in teaching of social sciences, etc.

The Package contains five sections. **Section I** is about *Understanding the Adolescent Learner*. In this section the primary focus is how to understand the adolescent learners. It is important that teachers develop an understanding of adolescence and its characteristics, issues, concerns and influences; and the support adolescents require from concerned adults including schools and teachers; and enable teachers to use different approaches to empower them. **Section II** relates to *Approach to Teaching Social Sciences*. In this section, some of the issues and concerns that have been focused upon are: creating an analytical mind among students; creating an integrated and inclusive learning environment; contextualisation of content; adopting a participatory approach; the integrative aspect of social sciences, curricular concerns and organisation of social science syllabus; NCERT textbooks as spaces for participation and assessment and evaluation. **Section III** relates to *Organising and Designing a Training Programme*, in which the focus is on identifying the need for conducting training programme, preparing a structure of the training programme, designing the training and evaluation of the training programme.

**Section IV** relates to *Transaction of Themes*, in which a brief introduction to the teaching of various disciplines has been included followed by transaction of themes pertaining to each discipline. Two themes from each of the subjects of History, Geography, Economics and Political Science have been identified and developed in the form of modules. The following themes have been dealt with: *History*- ‘The French Revolution’ and ‘Industrialisation’, *Geography*- ‘Climate’ and ‘Resources’, *Political Science*- ‘Teaching about Democratic and Non-Democratic Forms of Government: An Exploration’, ‘Challenges to Democracy’, *Economics*- ‘Resources’ and ‘Money and ‘Credit’. **Section V** includes an *Exemplar Inter-disciplinary Project in Social Sciences* in which the focus is on developing a project on Food Security. An attempt is made to provide guidelines on how to develop a project keeping in mind the interdisciplinary nature of social sciences.

One of the aims of the development of the modules is to provide a premise for using multiple perspectives in the teaching-learning process. A variety of activities have been suggested so as to encourage teachers to use them in classroom transaction. Activities in the form of debates, role play, analysing visuals, discussions, making collage and posters, map reading, case studies, preparing exit cards, using audio-visual materials such as radio, films, documentaries, internet, etc, have been suggested to make the learning process interactive and participatory. Efforts have been made to make the activities interesting and ‘doable’ so that each and every student is motivated to participate as well as to enable the teacher to accommodate the learning needs of all categories of students taking factors such as caste, class, gender, physical disability, etc. into account. The

modules also contain assessment strategies which teachers can use to assess the participation and performance of students.

A try out of the ITPD package was carried out amongst practising social science (Secondary stage) teachers from Haryana and Himachal Pradesh in February 2014. About 22 teachers from both the states participated in the programme. A one day field visit was organized to the Qutub Minar, Parliament Museum and Red Fort, to not only expose teachers to places of historical and contemporary importance but also to help develop an appreciation of our heritage. The main purpose of organising field trip was to encourage teachers to conduct field visits for their students to expose them to a world beyond the classroom and to contextualise content and relate knowledge to the lived experiences of students. The primary objective of the programme was to receive feedback from practicing teachers before finalization of the Package. The participants actively participated in all the sessions and also interacted with resource persons thereby providing their observations/suggestions which would only further improve the Package.

The feedback received from the participants is very encouraging. They appreciated the variety of activities that has been incorporated in each module. They also found the activities to be 'doable' and which could easily be carried out amongst students. Participants also felt that the Package was easy to comprehend despite the fact that most of them were more proficient in Hindi. The participants also found the field trip to be extremely beneficial since many of them have not been exposed to such field trips. They expressed their keenness to organise such field trips for their own students.

## **Section I**

# **Understanding the Adolescent Learners**

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## **Understanding the Adolescent Learners**

### **Overview**

As we grow, we experience many changes in our life. We may find changes exciting and good or some time scary and painful. We can influence changes in our lives and at other times we have little control over them. Some of the changes in our lives are predictable. If we are prepared for them, we may be able to manage them better. For example, growth and maturation is a continuous process and adolescence is a stage in the continuum of growth and development across the life span. Adolescent learners therefore, need to be prepared for the physical, mental, emotional and psycho-social changes that take place during this phase of life so that they are not anxious about them and respond to these changes in positive and responsible ways. School education aims at all-round development of the learners. It enables them to acquire knowledge, develop concepts and inculcate attitudes, values and skills conducive to their intellectual development and also to their physical, psychological and social development. Which is why, it is important to understand the adolescent learners? An attempt has been made to enable and empower the participant's teacher understanding, caring, supportive and communicative.

### **Learning Objectives**

The module should enable participants to:

- develop an understanding of adolescence and its characteristics, issues, concerns and influences;
- understand the kinds of support adolescents require from concerned adults including schools and teachers;
- enable them to use different approached to empower them

Introduce the session by encouraging the learners to recall their own adolescence period. Divide them into small groups of 5 or 6 members each. Within each group, all members may be asked to reflect and share some of their most important experiences and feelings, as adolescent learners based on the following questions. The following questions:

- What are the special needs and concerns of adolescents?
- Do young people get adequate information and support to resolve their concerns? If yes, who provides this information? Do they get the necessary information and support to address their concerns? Please provide reasons for your response.
- In case reliable sources of information are not available, from where do young people get information (or misinformation)?
- Is it important to provide young people with correct information and support?
- Who should be responsible for equipping young people with information and skills to address their concerns comprehensively?

This will provide an opportunity to teachers to try and understand the concerns of adolescents today, based on their own memories and experiences.

## **Who are Adolescent Learners?**

Let us now understand who are adolescents? It is generally defined with reference to a period of years. Children from the age of 10 to 19 years studying from Upper Primary to Higher secondary stages are considered adolescents and the period is called adolescence period. It also defined as the progression from appearance of secondary sex characteristics and development of mental processes and adult identity. This period is also seen as transition from total socio-economic dependence to relative independence (WHO, 1997). During this stage children move towards the more abstract and logical and develop the ability to examine their own views and attitudes and of others.

## **Profile of the Adolescent Learner**

India has 243 million people in the age group of 10-19 (census 2011), 327 million young people in the age group 10-24 (WHO, 2007). Eighty three percent young men and 78% young women in the age group 15-24 expressed that they perceived family life education to be important (*IIPS: Pop Council Youth survey, 2006-07*) Young people (45% boys and 27% girls) voted for teacher as the most appropriate person to transact education on family life matters (*IIPS: Pop Council Youth survey, 2006-07*).

- Findings from the National Family Health Survey 3 (*NFHS 3, 2005-06*) show that young people are poorly informed on issues related to HIV prevention. Only 28% of young women and 54% of young men in the age group of 15-24 had comprehensive knowledge about HIV/AIDS. This is worrisome in light of the fact that one-third (30%) of all reported AIDS cases in India occur among young people in the age group of 15-29 years (*NACO, 2007, UNFPA and NCERT, 2011*).
- Substance abuse among young people is a matter of concern. Findings from NFHS-3 show that in the age group of 15-24, 40% young men and 5% young women had ever used tobacco, while 20% of young men and 1% of young women had ever consumed alcohol.
- A substantial proportion of young people suffer from anaemia (56% of females and 25% of males in the 15-24 age group). This can adversely affect their physical growth, cognitive development, performance in school and at work as well as reproduction (*NFHS 3, 2005-06*).
- Although most youth would prefer to marry after age 18, findings from NFHS-3 (2005-06) large majority of young women were married before age 18.
- The findings from NFHS-3 do not indicate progressive gender role attitudes. Domestic violence is widely prevalent within marriage.
- Sexual harassment in public spaces, institutions of education, in and around home and at the workplace is a well established fact. Child abuse, bullying and ragging are also common. Violence is routine as a form of punishment, so much so that most students (85%) do not know that parents beating their children is a form of domestic violence (*UNFPA and NCERT2011*).
- Disability in adolescents also needs to be recognized. Disability was reported among 1.99 per cent of the adolescents in the age 10-19 years. Among disabled adolescents, 40 per cent reported visual disability and nearly one third (33 per cent) movement disability
- Hence, although India has a vast human resource at its disposal, the country will have to make consistent and substantive investments in the knowledge, attitudes, health and well-being of its young people in order to harness their potential.

## **Understanding Changes during Adolescence: Physical Changes**

Divide the learners into groups such that no group has more than 5-6 individuals. In the beginning, it may be better to hold separate sessions for girls and boys so that there is a chance for all the learners to feel comfortable, and begin to share their views on these important issues. At a later stage, it will ideally be possible to discuss these issues openly in a mixed-sex group. Initially learners may be more comfortable if a female teacher transacts the session with girls, and a male teacher with boys.

### ***Group Tasks:***

#### ***Group 1***

*Discuss and list the physical changes in girls during adolescence*

#### ***Group 2***

*Discuss and list the physical changes in boys during adolescence*

#### ***Group 3***

*Discuss and list the psychological and emotional changes in girls and boys during adolescence*

#### ***Group 4***

*Discuss the social norms that affect girls and boys during adolescence*

#### ***Group 5***

Rakesh and Mihir, students of Class XI, are walking home together from school. Rakesh begins to tease Mihir, saying that he speaks in a girl's voice. He also laughs at the fact that Mihir has got no hair on his upper lip. "Look at me," Rakesh says, "I am a real man. My voice is strong and my face is manly - I have so much facial hair. My father calls me *sher*." This really embarrasses Mihir. He recalls that his mother still calls him 'my sweet boy'. He decides to go home and ask his mother why he is so different from Rakesh and whether something is wrong with him.

### **Discussion Questions**

1. Although they are of the same age, why do Rakesh and Mihir look so different?
2. Do you think that there is something wrong with Mihir? Why?
3. How do you think Mihir feels about himself?
4. What should Mihir's mother tell him?

## **Group 6**

Robin is in Class XI. He is short and slim, physically the smallest boy in his class. Although he likes to play football, he is never selected for his school team. He is quite swift and skilful, but the coach always rejects him saying that he will get pushed around by the other players, who are much bigger than him. One day, on the roadside, Robin sees an advertisement outside the tent of a travelling medicine-man. It shows a thin, weak looking boy in one picture and a muscular glowing man in another. The advertisement claims that a magic drug can bring about this transformation. Robin wants to try this drug, but is scared.

1. Why do you think Robin looks different from the other boys in his class?
2. Do you think Robin can be a good football player and the coach should give him a chance?
3. Do you think Robin should take the magic drug which claims to make one muscular and strong?
4. If you were in Robin's place, what would you do?
5. Do you think a parent or teacher should help Robin in any way? If yes, in what way

Before closing the session, the teacher should ask the learners in the large group whether they were hesitant or shy to report certain changes. Explore reasons for hesitation/shyness in reporting certain changes. Ask the learners to identify different ways in which this hesitation can be overcome and write them up on the black board. summarise it by stating that

- Hormonal changes initiate the physical changes in the body. The female hormone, **oestrogen** is mainly responsible for the changes in females and the male hormone **testosterone** is mainly responsible for the changes in males. These hormones are produced by the pituitary gland.
- Physical changes occur during this period are growth spurt, activation of oil and sweat glands, growth of pubic hair both in boys and girls. Another change in boys is voice change and among girls is development of breasts Reproductive and sexual organs attain maturity during adolescence.
- These changes prepare adolescents for adult roles and are a normal part of growing up and they should be accepted and recognized as essential stepping stones to becoming a mature adult.
- Everyone matures and goes through the changes in adolescence; this does not take place at the same time and in the same way for everyone.

- Some people mature early, others later. Also, all changes related to adolescence (physical, emotional, psycho-social and cognitive) do not take place at the same time. As a result, it is possible that physical changes may take place early, but psycho-social changes take place later in the same individual. It may also happen the other way around.
- Two adolescents of the same age may have different levels of maturity, experiencing changes at varying pace.
- Adolescence is marked by changes that are not only physical but also psychological, social and emotional.

## **Psycho-Social Development**

Another significant aspect of adolescence is related to psychological development. It “is a critical period for the development of self-identity. The process of acquiring a sense of self is linked to physiological changes. Responsible handling of issues like independence, intimacy and peer group dependence are concerns that need to be recognized, and appropriate support be given to cope with them. The physical space of the outside world, one’s access to it, and free movement influence construction of the self”.(NCF, 2005) Adolescence is also a period of progress towards mental, intellectual and emotional maturity.

- Divide the learners into groups of 5-6 members and give the group ten minutes to discuss case studies given below.
- Encourage everyone to participate in the discussion
- Ask each group reporter to share the views of the group on the case study assigned to them, with the larger group.

### **Case Study 1: Friendship and Bullying**

Ritesh and Hitesh were buying a music CD at a shop just outside the school gate. They spotted Sharad going home. They caught hold of him and bullied him for money to buy the CD. Sharad refused because he had often been forced to lend money to them. When Sharad refused, the two bullies pushed him around until he fell, then, snatched his money and ran away. Sharad’s class teacher, who was returning home, saw him lying on the ground and helped him back to his feet. Despite being asked, Sharad did not reveal how he hurt himself. The next day, Abid, who was

Sharad's classmate, and had witnessed the whole incident, asked him to complain to the teacher. Sharad hesitated, but agreed when Abid offered to accompany him to the teacher's room.

### ***Questions for Discussion***

1. Why do you think Sharad did not complain against the bullies for so long?
2. Why do you think that he agreed to complain this time?
3. Why did Abid get involved in this matter?

### **Case Study 2: Positive and Negative Peer Influences**

Raju used to study all the time, whether at school or at home. He always scored good marks. He did not have any other interests or hobbies. When he joined a new school in Class XI, he became friends with Zaheer and Moti. Both were keen cricketers. Raju started to play cricket with them and discovered that he was a good spin bowler. His parents are now concerned that he is spending too many hours in the playground which may affect his studies.

### ***Questions for Discussion***

1. Do you think Zaheer and Moti are a good influence on Raju?
2. Do you think that Raju's parents are justified in being concerned about his new hobby?
3. What role can Raju's teacher/s play in decreasing his parents' anxiety?
4. Should Raju continue playing cricket? Why?

### **Case study 3: Attraction and Romantic Feelings**

Sharada and Vishal live close by and have been friends for many years. They are studying in Class XI in the same school. Recently, Vishal sent a greeting card expressing his love for Sharada. She is confused about her feelings for him. She feels that she needs more time to decide. However, Sharada is worried that if she does not respond now, she may lose Vishal as a friend.

### ***Questions for discussion***

1. If you were in Sharada's place, what would you do?
2. How would Vishal respond if Sharada told him that she needed more time to decide?

3. Do you think Sharda's and Vishal's parents or teachers can play any positive role in the above situation? If yes, what role should they play? If not, why not?

Emphasize that:

- Self-confidence and assertiveness are essential for maintaining positive relationships
- Trust is a very important element in all relationships
- There is a need for mutual respect and honesty in all relationships
- Peer relationships can have both positive and negative dimensions
- Adolescents and their parents and teachers should interact more so that they appreciate one another's concerns and understand each other better
- In most situations, feelings should be recognised rather than pretending they do not exist give rise to chronic frustration anger and/or depression. At the same time, over-indulgence in feelings is also unhealthy, and can create many serious problems in life
- We need to learn how to handle our feelings in a balanced way.
- Adolescents learn a lot from adults. It is very important for adults to model healthy, honest and wise (mature) ways to express feelings.
- Do not compare oneself with others, it is far more healthy and productive to compete with our own selves and improve
- If one feels overwhelmed by a situation and finds it difficult to cope, do not hesitate to seek help from a trusted source (friend, sibling, parent or teacher). Remember that professional help (from counsellors) is also available. Asking for help is not a sign of weakness. In fact, it signifies strength and a good understanding of your inner resources
- Similarly, if you find a friend or acquaintance, stressed out, offer help generously

### **Coping Strategies to Reduce Stress**

- It is important to recognize that stress is something that can be tackled, controlled and definitely decreased. The following suggestions may help the adolescent learners to deal with stress.

- S-T-R-E-T-C-H: Stand on your toes whenever you feel under pressure and stretch your body. Hold this posture for a few seconds and relax.
- Laugh hard, as much as you can: read a comic, see a cartoon film or share jokes and funny stories with a friend.
- **Anger Reducing Techniques: to get `rid' of anger**

R: Recognize your anger signals and accept that you are angry

I: Identify a positive way to analyse the situation

D: Do something constructive to calm down

- Count up to 10
- Take a deep breath
- Ask for time to calm down
- Leave the scene
- Talk about your feelings with someone you trust who is preferably not directly involved in the incident
- Listen to your favourite music
- Exercise or do some physical activity
- Write and then destroy a letter to the person you are angry with
- Watch a funny movie
- Spend time on your favourite hobby
- Do something creative
- Help somebody else

Both physical and psychological developments and the resultant behavioral changes among adolescents are influenced by socio-cultural milieu. There has been a general perception that adolescents are a homogeneous group. But in fact, their profiles vary distinctly owing to not only the age differences but also the impact of varied cultural settings on them and their needs. Since

they lack proper understanding of the implications of this period and the relevance of socio-cultural influences, they start distancing themselves from the adult world. In societies where adolescence is prolonged, the adolescents tend to form *subcultures* that serve to support their strivings for independence. These subcultures gradually effect changes in the existing culture of the society.

## **Concern about Appearance**

During adolescence, a person goes through different phases of development. In each phase s/he witnesses change in his/her body and appearance. This impacts the 'body image' which is the dynamic perception of one's body, how it looks, feels and moves. Body image is shaped by perception, emotions and physical sensations and can change in relation to mood, physical experience, and environment. 'Others' are very significant. Divide the learners into groups having 5-6 students. Give these case studies and asks them to present after discussion in the larger group.

### **Case Study 1**

Shalini and her friends in class 9 were preparing for the school's annual function. All of them were very excited. Shalini was taking part in classical dance, while her classmates Anita and Farah were participating in the play. One day Anita said mockingly to her, "You are so dark. We will need additional light to be able to see you on stage." Shalini made no reply to her. Farah felt bad for Shalini and said, "You dance so well. Why don't you use a fairness cream, to get a fair complexion? Can you imagine how nice you will look on the stage if you had a lighter complexion?"

Shalini smiled and said, "Thank you, Farah. I appreciate your concern but I am happy with my complexion as it is. My teacher and I are working hard on my dance practice and I am confident that our efforts and your good wishes will lead to a good performance."

### ***Discussion Questions***

1. What do you think of Anita's remark about Shalini?
2. Do you think Farah's remark is based on a false stereotype (light complexion is essential for being beautiful), or is it based on facts? Explain your answer.
3. Does Shalini's response indicate that she has a positive or a negative self-image? Give reasons for your answer.
4. Do you think Shalini is a mature person with a positive style of communication?

## Case Study 2

Robin is in Class XI. He is short and slim, physically the smallest boy in his class. Although he likes to play football, he is never selected for his school team. He is quite swift and skilful, but the coach always rejects him saying that he will get pushed around by the other players, who are much bigger than him. One day, on the roadside, Robin sees an advertisement outside the tent of a travelling medicine-man. It shows a thin, weak looking boy in one picture and a muscular glowing man in another. The advertisement claims that a magic drug can bring about this transformation. Robin wants to try this drug, but is scared.

### *Discussion Questions*

1. Why do you think Robin looks different from the other boys in his class?
2. Do you think Robin can be a good football player and the coach should give him a chance?
3. Do you think Robin should take the magic drug to make one muscular and strong?
4. If you were in Robin's place, what would you do?
5. Do you think a parent or teacher should help Robin in any way? If yes, in what way

After presentation emphasize that:

- Certain attributes cannot be changed (for example, complexion). It is important that young people have strong self esteem to celebrate their uniqueness rather than be forced to mimic certain images perpetuated by society and media
- There are a lot of prejudices and harmful stereotypes attached to the growing up process, which need to be discussed and countered
- Due to prejudices and ignorance about the process of growing up, people are sometimes drawn to harmful or ineffective commercial products which claim to hasten the growing up process. For instance some products claim to increase height and muscle mass very quickly, without any additional input of diet and exercise.
- Similarly, advertisements for cosmetics and beauty parlours reinforce prejudices and over-emphasize physical appearance, leading to feelings of anxiety, inadequacy and low self-esteem. Like in Shalini's case, it is important to counter all such prejudices and pressures, and be confident about who you are and how you look
- Sometimes, adolescents feel ashamed if they look different from many of their peers. They could be maturing faster or slower than the others, and this difference may become the focus of teasing and ridicule among peers. On the other hand, somebody in the peer group (or an adult) might give a balanced viewpoint and help everybody in the group to feel positive and normal

## **Curiosity about Sexual Matters and Responsible Sexual Behaviour**

Young people may feel strong physical attraction. This is part of a normal process of growing up. However, all attraction cannot be categorized as sexual attraction. Adolescent boys and girls may like to talk to each other, praise one another's intellect and beauty, and share their books and notes as gestures of friendship and goodwill.

It is important to provide young people with correct, culturally relevant and age appropriate information on sexual matters. This can inform and prepare young people for responsible relationships in their lives that are based on equality, respect, consent and trust. In the absence of reliable sources of information, young people are likely to be misguided and exposed to unhealthy influences. They could then become victims or perpetrators of irresponsible and exploitative relationships.

Sexual behaviour is often influenced by social norms that are largely determined by local contexts. In certain societies, premarital sexual relationships are not appreciated. This perspective may be rooted in the concern for safety and well-being of young people and guided by the notion that individuals should reach a certain level of maturity (in terms of biological age and adult thinking processes) before committing to a sexual relationship so that they are not abused or exploited. However, empowered by correct information and skills, it is up to individuals in their own contexts to reach these decisions and assume responsibility for them.

### **Age of Experimentation**

Adolescents are at the age of experimenting and learning new things. While this is a positive trait, there are some possible dangers. .

Media or peer pressure may glorify a particular behaviour that is actually harmful. Sometimes adolescents encouraged are to experiment with risky behaviour, such as smoking, drug abuse, and consumption of alcohol and/or unprotected sex. While such behaviour may start on as an experiment, some young children may get trapped into them for a lifetime without knowing the consequences. Mimicking adults may also result in such risky behaviour. Therefore, it is important to empower adolescents with correct, culturally relevant and age appropriate information to enable them to respond to real-life situations effectively.

## **Distancing From Family and Forming New Relationships**

During adolescence, young people start extending their relationships beyond family and make a special place for peers. They develop a strong sense of selfhood and have their own views and feelings about various issues that may not always be in agreement with their parents. These attributes are important to prepare young people for independent and responsible decision making.

Parents may find it difficult to accept these adult-like characteristics of their children where they ask questions, reason and sometimes argue rather than obeying . Parents need to accept the changes in their adolescent children. Parents may feel that their adolescent children no longer value their opinions. This may not necessarily be true. In fact, adolescents might need their parents' time and counsel more than ever before but it may be important to re-establish some of the core guiding principles for parent-adolescent interactions.

Parents will find it valuable if they interact with their adolescent children as equals, listen to them, respect their opinions, trust them and provide rationale for their suggestions rather than expecting them to obey without asking any questions. Similarly, adolescents also have the responsibility to listen to their parents' opinions, think through their suggestions carefully and then put forth their views and feelings clearly and in a respectful manner. This will help in establishing harmony in parent-adolescent relationships. Adolescents often want to act like adults and take independent decisions. In their effort to become independent and develop their own identity they slowly distance themselves from their parents and start forming their own opinions, taking their own decisions and making their own plans.

## **Peer Group Relationships**

Adolescents start distancing themselves from their families, they start valuing their peers (friends/acquaintances) more. They often look to their peer group for approval, and may even change their behaviour to win that approval. The peer influence helps them in establishing their independent identities and may be a positive influence in many ways. It can help expose individuals to new ways of thinking, different ways of life and new ideas as well as diverse viewpoints. The peer group is also space for adolescents to discover different aspects of their personalities, explore emotions and friendships, travel together, discuss work and career, do creative activities and have fun.

At the same time, peer influence can also be negative. As discussed earlier, it has been observed that some of those who experiment with smoking or drugs do so under peer group pressure.

## Understanding and Challenging Stereotypes

Schools can play an important role to empower young people in preventing sexual harassment and abuse and to deal with it. Let us discuss through case studies. Divide the learners into groups of 5-6 members. Each group will work on one case study. More than one group is likely to get the same case study.

### Case Study 1

Two friends D and E are walking on an isolated road at night. Suddenly a thief confronts them, shows them a knife and in a gruff voice asks them to hand over all their money. D starts to run in the opposite direction while E grabs the thief's hand and punches the thief hard, forcing the thief to drop the knife. The thief flees leaving the knife where it had fallen

- Ask each group to assign names to the characters in the case study assigned to them
- Discuss the reasons for giving female or male names to the characters

### Case Study 2

Rehana is the only girl going to the higher secondary school from her village. The school is quite far from her home. She has to wait for the public bus which takes about one hour to reach her school. Rehana is good at her studies and her teachers say she has a bright future. Her parents agreed to send her to school, but on condition that every day she should return home 'on time' (before it gets dark). Her classes are from 10 a.m. to 4 p.m. and sometimes, if the bus does not come on time, she is late getting back home. Every day she is really tense about returning home on time.

1. Why do you think Rehana's parents are so strict that she returns home 'on time'? Give three or four possible reasons.

- Who is responsible for Rehana's tension? Is it Rehana herself, or her parents, or the school system, or lack of safety on roads and buses, or any other factor?
- If you were Rehana, would you continue going to school? Why or why not?
- Suggest three possible ways in which Rehana's situation could be improved so that she can continue going to school without experiencing so much tension.

### Case Study 3

Reena is a 16 year old girl and she studies in Class X. A boy Hemant in her class has been stalking her for some time now. He has even proposed to her and she has refused his 'proposal'. However, the boy went on troubling her, saying that, "when a girl says no, she means yes". Reena is very angry. She wants to tell her teacher, but is scared the teacher may not understand.

### ***Questions for Discussion***

1. Why do you think Hemant makes the comment “when a girl says no, she means yes”? What do you think of the comment?
2. What advice would you give Hemant if he was a friend of yours?
3. What advice would you give to Reena if she was a friend of yours?

### **Case Study 4**

Fourteen year old Ravi has a troubled relationship with his parents. As a result, he stays out of the house for long duration. He hangs out with a group of slightly older boys who engage in risky behaviours. Ravi is drawn towards them and at the same time is not sure about joining them in their risky behaviours. He is at a loss and does not know whom to turn to for help and advice.

1. What are the potential risks Ravi is vulnerable to, especially in the context of HIV?
2. In this situation, could Ravi’s parents have played a more supportive role? If yes, explain what they could have done.

*Emphasize the following:*

- Abuse can be of various kinds, from emotional, physical, economic and sexual.
- It can happen to all kinds of people, irrespective of class, caste, educational status, urban-rural locations. Both boys and girls are vulnerable to sexual abuse
- Child sexual abuse exists all over the world, in different cultures and communities. Child sexual abuse includes any exploitative sexual activity by a person who, by virtue of their power over a child, due to age, strength, position or relationship uses the child to meet their sexual or emotional needs
- In a recent nationwide survey in India in which 12,447 children across 13 states participated; 50% children reported some form of sexual abuse. Fifty three percent victims were boys. (*Study on Child Abuse, Ministry of Women and Child Development, 2007*) Can be accessed at <http://wcd.nic.in/publications, pgs 71-102>
- Often, the abuser is a relative or friend of the family or a person in a position of power. It is very difficult for the victim to disclose the experience as well as the identity of the abuser
- Incidents of sexual harassment and abuse often go unreported due to fears, shame, guilt or even fear of blame or not being believed.. Rather than *blaming the victim*, every possible support should be extended to him/her.
- Schools have a very important role in preventing sexual harassment and abuse. Parents and teachers may be able to establish mechanisms to facilitate reporting of sexual harassment and to support those who complain.

## **Vulnerability of Adolescents**

### **Case Study 1**

Mohit is ten years old. His uncle often comes over to Mohit's house and stays over. He brings lots of toffees and biscuits for him. He always insists on sleeping in Mohit's room. At times he tries to touch Mohit in ways that Mohit does not like. Mohit's parents notice that Mohit has become very quiet and withdrawn but does not share anything with them.

#### ***Questions for Discussion***

- Why do you think Mohit is uncomfortable with his uncle's behaviour?
- What should Mohit's parents do when they notice that he has become very quiet and withdrawn?
- Why do you think Mohit not say anything to his parents?
- Was Mohit's uncle abusing him? Explain your answer.

### **Case Study 2**

Mahesh, Seventeen years old, has been friends with a group of boys in his neighbourhood since the last five years. His friends pressurize him into taking drugs through injection. He refuses but when they start call him names, he agrees to experiment with injectable drugs because he did not want to be the odd one out in his group. He uses the same needle that the other boys had used and enjoys the sensation. Soon, he is addicted to injectable drugs.

1. What was the role of Mahesh's so-called friends in influencing his decision?
2. Could Mahesh have behaved differently? If yes, explain what could he have done?

### **Case Study 3**

Gudiya was used to seeing both her mother and grandmother enjoy chewing tobacco regularly. When she turned twelve she felt that she was old enough to begin chewing *gutka*/tobacco and paan (*betel*) along with them. Gudiya knows that the corner shop keeper stocks *gutka* and she buys it from him.

### ***Questions for Discussion***

1. Enact a 2-3 minutes conversation between Gudiya and her mother in which the mother tries to dissuade Gudiya from picking up this addictive habit.
2. Using the above case study establish the role of family in initiating adolescents into substance misuse.
3. Why do you think Gudiya should listen to her mother and resist the temptation of *paan* (betel) and *gutka*/tobacco chewing?

### **Case Study 4**

Mukesh's father was an alcoholic. He did not interact with anyone in the family and there were constant fights between his parents. Mukesh was fed up and started drinking because he thought that this would help him ease off the tensions at home. Even though he could forget his problems and tensions for some time, the problems persisted and in fact grew worse over time.

### ***Questions for Discussion***

1. Who are responsible for Mukesh's drinking habit?
2. What choices did Mukesh have?
3. What would you have done if you were in Mukesh's place?

### **Emphasise that**

- Adolescents are at an age where they are vulnerable to experimenting and are curious about finding out new things.
- Adolescents are not sufficiently mature enough to handle the responsibilities associated with reproduction or parenthood. Therefore, if pregnancy and motherhood occur during adolescence, it exposes adolescents to acute health risks and other problems restricting opportunities for young women in terms of their education, economic productivity and socio-economic independence.
- Hence, it is important to give them accurate information about the ways in which HIV can be transmitted. Parents are the most important individuals whom adolescents look up to for support. Schools can play an important role in HIV prevention. The adolescents look up to their teachers for guidance. make them understand that :

<p><b>HIV is transmitted through</b></p> <p>unprotected sex with an infected partner, infected needle, infected blood or blood products and infected mother to unborn child</p>	<p><b>How is HIV not transmitted?</b></p> <ul style="list-style-type: none"> <li>• By shaking hands with HIV positive person</li> <li>• Kissing and hugging HIV positive person</li> <li>• Sharing cups, plates and other eating utensils with HIV positive person</li> <li>• Sharing toilet and bathroom facilities with HIV positive person</li> <li>• Through coughing or sneezing or through the air we breathe</li> <li>• Sitting in the same class room or canteen as HIV positive person</li> <li>• Sharing work instruments or machinery with HIV positive person</li> <li>• Swimming together or playing together with HIV positive person</li> <li>• Donating blood (with sterilized or fresh/new needles)</li> <li>• Bites by insects, e.g. mosquitoes, bed bugs, etc</li> </ul>
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## Nutritional Needs of Adolescents

Adolescence is well recognized as a stage of rapid growth and development. Nutrition is an important determinant of growth and development that takes place during this stage. For example, appropriate nutrition helps in physical growth, attaining normal bone strength and timely reproductive and sexual maturity. Keep in mind that:

- A well balanced diet, containing adequate amounts of proteins, carbohydrates, fat, vitamins and minerals is essential for every adolescent. All these nutrients are present in different types of food items like rice or chapatti, *dals* (pulses), green vegetables, milk, fruits, ground nuts, beans, cereals, fish, eggs, meat, etc., it is essential to take these items in right

proportions. There are many locally available seasonal low cost food items that must not be missed out.

- Every region has locally available nutritious food items. These should be identified and consumed as part of our daily meals. For example, the millet *Ragi* is a very rich source of calcium and is easily available across many parts of India
- Packed and junk food may be tasty, but should never replace the regular meal as they do not have adequate nutritional value
- Body Mass Index (BMI) can be used to determine if a person is under-weight, optimum weight, or over weight and the following table can serve as a quick reference. BMI is a measure of body weight to height. It can be calculated using the following formula:
- BMI= Weight in kilograms/ height in meters<sup>2</sup>

BMI	CATEGORY
<18.5	Under Weight
18.5 – 24.9	Normal Weight
25 – 29.9	Over Weight
>30.0	Obese

### Some Common Nutritional Disorders: Nutritional Anaemia

Anaemia is the loss of oxygen-carrying capacity of the blood owing to the deficiency of haemoglobin in the red blood cells. It is important to note that during adolescence the need for iron increases with the rapid growth and expansion of blood volume and muscle mass. Hence, adolescents must consume **iron rich foods**, green leafy vegetables, jaggery, meat, complemented with vitamin C sources like citrus fruits, oranges, lemon and Indian gooseberry (*amla*). Iron deficiency leads to anaemia which causes tiredness, lethargy and if left untreated can have long term negative consequences. Findings from National Family Health Survey (2005-6) show that 56% females and 25% males in the age group of 15 to 24 were anaemic at the time of the survey.

### ***Bulimia Nervosa***

Adolescents with this nutritional disorder indulge over eating and later removing it by vomiting or using laxatives to prevent weight gain. This is called Bulimia Nervosa an eating disorder often caused by anxiety, tension or worry about one's weight.

### ***Anorexia Nervosa***

Adolescent with anorexia have a serious fear of gaining weight and they restrict their food intake by extreme dieting, fasting and sometimes indulging in over exercise. Anorexia Nervosa is a self imposed starvation related to a severely distorted body image.

Individuals develop anorexia and bulimia due to inadequate acceptance of emotional and physical changes, media images, peer pressure, stress due to studies and inadequate guidance from adults. Hyped up body images of girls/women – with thin as the ideal body – is a major factor pushing many girls and young women to develop ailments and also delay in onset of menstruation, lead to serious consequences such as convulsions, renal failure, irregular heart beat and osteoporosis.

Neglect of nutritional needs of adolescents lead to a number of health problems related to malnutrition. Under nutrition is a more serious health problem among adolescent girls due to prevailing gender discrimination and stereotypes. Furthermore, an undernourished adolescent girl is at the risk of developing complications during pregnancy and child birth.

Both these conditions are detrimental to health if left untreated. Some symptoms include frailness, hair loss, low blood pressure, brittle nails, anaemia, depression, lethargy and use of laxatives in excess. Balanced diet means inclusion of proteins, carbohydrates, fats, vitamins in requisite proportions

- Drastic diet plans and slimming medication can be harmful, unless prescribed by a qualified professional (nutritionist, doctor) for health reasons. Advertisements that promote girls as being thin and boys as being tall and muscular can mislead young people into making unhealthy eating choices
- Healthy eating habits include:
  - Eating slowly, chewing properly
  - Avoiding TV viewing or reading while eating
  - Eating a balanced meal that contains different food groups in adequate proportions
  - Eating moderate proportions at proper intervals
  - Never skipping meals and nor overeating
  - Drinking sufficient water (8 to 10 glasses per day)

## Conclusion

Adolescence education is a new and a distinct curricular area. Special efforts are required to introduce the transaction strategies for life skills development in the existing education system. The strategies and methods of curriculum transaction need to be carefully identified, primarily because of the following characteristics of this area:

- Adolescence education focusing primarily on life skills development has emerged as a major need for learners to cope with real-life situations, yet it is often given a marginal role within the curriculum.
- Some of the content is very sensitive in nature and some stakeholders (teachers, principals, parents or others in society) have reservations or resistance to these elements.
- This educational area focuses on problems confronted by adolescents, who are sometimes wrongly treated as a homogeneous group. Variations in their age, experiences and socio-cultural settings indicate their heterogeneous nature.
- Adolescence education is primarily aimed at influencing non-cognitive domain and developing life skills among the learners. This needs transactional strategies that create experiential learning situations and are basically interactive.
- Although people are increasingly realising the urgency of empowering adolescents to make informed and responsible decisions, persistent efforts are required to challenge age-old inhibitions and apprehensions and create an enabling environment for adolescence education.

The provisions of National Curriculum Framework (NCF) 2005 promote participatory learning and teaching, creating a climate conducive to establishing teaching-learning methods that lead to development of life skills in the mainstream curriculum. The following non-conventional and participatory teaching methods need to be adopted in the transaction of AE content: enquiry or discovery method, value clarification, case study, role plays, debates, group discussion, question box, counselling and peer education, and use of audio-visual/print materials.

Educational intervention directed towards developing life skills should focus on enabling the learners to apply appropriate skills in a specific context e.g., questioning discrimination, resisting bullying or negative peer pressure etc. It is therefore necessary to employ a methodology or pedagogy that frames the development of life skills as an educational process with special emphasis on *experiential learning*. Learners need to be engaged in a dynamic teaching learning process both *active* and *experiential*.

**Section II**  
**Approach to Teaching Social Sciences**

## **Section II**

### **Approach to Teaching Social Sciences**

Social Sciences are an integral part of the school curriculum in all stages of school education beginning from the elementary stage itself. It is important to reinstate the significance of the social sciences by not only highlighting its increasing relevance for a job in the rapidly expanding service sector, but by pointing to its indispensability in laying the foundations for an analytical and creative mindset. The selection and organisation of material into a meaningful social science curriculum so as to enable students to develop a critical understanding of society, is indeed a challenging task. The possibilities of including new dimensions and concerns are immense especially in view of the student's own life experiences. Whatever may be the subject specialization of the teacher, they must infuse enthusiasm and varied teaching and assessment approaches to the classroom, addressing different student needs and ensuring sound learning opportunities for every student. (Ontario School Curriculum, 2013.) By using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to develop and refine their critical-thinking, problem-solving, and communication skills while engaged in social sciences activities, projects, and exploration.

#### **Creating an Analytical Mind**

Social Sciences encompasses five disciplines namely history, geography, political science, economics and sociology. Although these subjects may vary, they seek to explore individual and collective human behaviour and how such behavior influence or, are influenced by families, communities, cultures, institutions, environment, and societies; and by ideas, norms, and values. The primary aim of social sciences is to not only deepen understanding of fundamental concepts but also enable learners to develop a critical understanding of how human beings and communities function from the local to the global. By providing a critical lens social sciences enables students to build their awareness of a wide variety of issues such as war and peace, democracy and autocracy, power and governance, poverty, race and class, gender and patriarchy, stereotypes and prejudice, and many more. It also empowers students to make decisions in an increasingly complex and diverse society.

The transaction of content must therefore focus on conceptual understanding of events and processes which would enable the learner to reflect on socio-political realities rather than on mere retention of information. Knowledge and understanding developed through the study of social

sciences can provide a strong foundation for young minds to prepare themselves for their role as informed and effective citizens. The role of the teacher therefore acquires significance. The teacher needs to present and transact the content of various disciplines of social sciences in a manner which engages students to speculate, think critically and also learn to confront multiple dilemmas, particularly in view of the student's own lived experiences, thus laying the foundations for an analytical and creative mindset.

At the secondary stage it is important for teachers to transact themes in such a manner so as to promote critical thinking amongst students and encourage discussion on issues that are linked to their lived realities. For instance, while transacting the theme on 'Development' teacher may encourage a discussion on the following questions: What does development mean for different categories of people? Can development lead to equality and equity? How does development affect the lives of women and other marginalised groups such as people with physical disabilities? What may be development for one; can it be development for the other? What does development mean for agricultural labour, as well as part-time "unofficial" workers in the manufacturing and service industries? Does development impact the lives of housemaids, drivers and vegetable vendors who are all members of the unorganised sector? Do development policies and programmes percolate to the rural areas substantially? The construction of dams may mean more electricity for industries but it also means displacement of inhabitants such as tribals from their own lands.

Many such discussion points may not be included in the textbook but the teacher has to make an effort to provide students with adequate knowledge, skills, and attitudes to enable them to speculate, think critically, and apply the knowledge and skills acquired to the world outside the classroom. This approach to learning will keep both the student and teacher alive to social realities. Conceptual understanding of issues and events amongst students can be achieved if they are linked with lived experiences of individuals and communities. Learning to question socially constructed norms and prejudices or knowledge received in a textbook and other sources, can be built by encouraging learners to comment, compare and think about elements that exist in their own environment. The approach to teaching-learning therefore requires being opened ended.

## **Creating an Integrated and Inclusive Learning Environment**

It is extremely essential for teachers to recognize that we live in a pluralistic society and that students belong to diverse cultural and socio-economic backgrounds including those with disabilities. Therefore we need to integrate students belonging to diverse backgrounds in

mainstream classroom processes. During transaction of the curriculum, teachers need to ensure the active participation of all categories of students irrespective of caste, class, gender, disability, etc. And in our effort to create an integrated learning environment we also often tend to overlook the important aspect of making teaching-learning inclusive. Social Science teachers must make a conscious effort to make the process learning inclusive.

Children with disabilities constitute one-third of all children who are out-of-school. In developing countries, the numbers are even more staggering, with 90% of all children with disabilities out-of-school. (Angela Kohama, 2012) Another aspect of inequity amongst students with disabilities is gender. Girls with disabilities are doubly disadvantaged because not only is girls' education looked upon as a socio-economic constraint, but being affected by some form of disability makes them even more vulnerable to discrimination and isolation at various levels, both in school and at home. Girls with disabilities have a lower enrolment rate in school than boys with disabilities across many sectors; urban vs. rural, by type of schooling, by level of schooling, and in primary versus secondary schooling. (Maya Kalyanpur, 2008) Therefore students with disabilities, particularly girls, constitute one of the most marginalized categories with regard to access to quality education.

One of the primary reasons for such a scenario is seclusion, nature of curriculum transaction, policies and practices in school and most importantly stereotyped attitudes of students and teachers. A study by Human Rights Watch in four states (Bihar, Uttar Pradesh, Delhi and Andhra Pradesh) which have large populations of low-caste poor, indigenous tribals and Muslims has reported that students from marginalised communities often dropped out of school to escape continued humiliation from teachers and principals. (Human Rights Watch April, 2014) The report finds that discrimination takes various forms, including teachers asking Dalit children to sit separately, making insulting remarks about Muslim and tribal students, and village authorities not responding when girls are kept away from the classroom. Teachers and other students often address these children using derogatory terms for their caste, community, tribe, or religion.

Often students with disabilities feel alienated when we designate learning spaces for them in the form of special schools or in separate classrooms, inevitably followed by a different curriculum and different methods of evaluation and assessment. Such an approach would only lead to lack of communication with peers and alienation from other areas as well. Further the rural-urban divide in terms of access to services and opportunities for children with physical disabilities is directly reflected in educational achievement and enrolment in schools of these children which is higher in urban areas.

Social Science teachers must be sensitive to the learning needs of all categories of students. For instance, visuals and maps may not be of much use for visually challenged students or for those with low vision. This does not mean that they be denied the opportunity to understand visuals and their relevance. Rather it provides an opportunity for teachers to explore the scope of utilizing tactile teaching-learning aids and activities. Further teachers can make an attempt to explain and describe visuals to such students and then initiate a discussion in class about the relevance of the visual. Resource material in the form of audio books and other need-based material such as tactile, Braille, etc. may be utilized in order to enhance learning abilities of students. Visually challenged children can easily assimilate 80% of teaching that takes place in the classroom, if they are provided with the correct material in the correct form at the correct time. (M.N.G. Mani, 1998) We are all aware that many students may not have access to visual mediums such as television or access to computers. Use of the radio including community radio as an effective medium to understand and critically analyse socio-political issues can also enrich learning in the classroom. Events and issues related to development, democracy, environment, water, sustainable development, people's movements, etc. are often discussed on radio but we rarely use the radio for such purposes. The potential of this medium can be judiciously used by all categories of students to enhance their understanding of contemporary issues.

The approach of the social science curriculum, the nature of its transaction, teaching learning materials, the content in the textbooks including visuals and illustrations and classroom management must be free of any bias and stereotyping that may impact the participation of vulnerable groups in the educational process. First of all teachers themselves must leave their own baggage of prejudices/biases behind when they enter the classroom. Girls and other students from marginalized groups such as SC and ST students often feel alienated in their own learning environment owing to a number of factors such as inability to identify with content, bias/stereotyping in textbooks, representation of women in passive roles and of men in progressive roles such as farmers, scientists, doctors and politicians; discriminatory attitude of teachers in terms of selective distribution of roles and responsibilities and allocation of activities, etc. Such an attitude would only create low self-esteem and feeling of alienation amongst such students, particularly those in rural areas, which in turn affects their level of participation in classroom activities.

It is here that the social science teacher can play a crucial role in undoing the damage. Along with integration, the teacher needs to make the teaching-learning environment inclusive. By merely including students from marginalised groups, that is, socio-economic and physically challenged, in the mainstream classroom, is not enough. Teachers must make an attempt to adjust the curriculum and teaching –learning methodologies in such a way so as to accommodate the learning needs of

different categories of students. Such an effort is likely to create an enabling environment in the classroom where learners can share their experiences, question existing prejudices and stereotypes and work out suitable solutions based on discussion and debate.

Transaction of the theme on 'Industrialisation' would be incomplete without highlighting the contribution of women workers in the growth of industry and also how industrialisation impacted the everyday lives of women and children. Even today, women contribute significantly towards industrial growth, particularly in small-scale industries and therefore the issues that can be discussed are - the percentage of women workers in large industries; exploitation of women in terms of low wages and long working hours; reasons for lack of skill development and access to resources and training, etc. The theme 'People as Resource' has ample scope to include issues such as women as a potential resource; invisibility of the contribution of non-skilled workers such as rickshaw pullers, people with disabilities, coolies and women in household-work; lack of education and requisite skills as barriers to economic opportunities, etc.

Even if textbooks do not contain participation and contribution of women and other marginalised sections in events and processes, the teacher can make an effort to include them contextually during classroom transaction. Themes such as democracy, challenges to democracy, development, environment, climate, industrialisation, money and credit have adequate scope to incorporate contribution of people with disabilities, gender perspectives during their transaction. (The NCERT social science textbooks have integrated such perspectives not only in the text but also in visuals, illustrations, cartoons, and photographs.) In the absence of adequate information in textbooks, access to internet and other resource material in the form of newspapers, radio, journals and audio-visual material may help the teacher to integrate such perspectives during transaction of themes. For instance, we are all aware that various development schemes have been launched from time to time to benefit the poorest of the poor and such schemes have been widely reported in newspapers and the internet. The MNREGA scheme, an employment guarantee scheme was launched to help vulnerable groups across rural India to help them sustain themselves. But delayed payments and corruption amongst district level functionaries have led to desperation and suicides amongst families in Jharkhand and Maharashtra. As a result of suicides by men, the burden of looking after their families is now on the women. "I have so many mouths to feed and I don't get work on most days...even I feel like committing suicide", says Vimal Madhav Sonaji Raut, wife of Madhav Raut, an Andh tribal from Maharashtra who became a victim of the MNREGA scheme. (The Hindustan Times, 29 December, 2013)

Use of variety of information related to content in the textbook may be judiciously used by teachers in the classroom to not only make learning interactive but it would also enable students from various backgrounds to relate to content in the textbook. The teacher must understand that the purpose of integrating multiple perspectives particularly gender perspectives is not to solely address the issues of giving women their due or promoting self-esteem among girls but also to enable boys to confront notions of patriarchy and power relations so as to do away with their own prejudices and biases which arise due to socialisation practices at home and in the community.

## **Contextualization of Content**

Another aspect that needs to be taken into consideration is that relevant and appropriate local content must be an integral part of learning processes, ideally transacted through activities drawing on local resources. Unfamiliar educational pedagogies and curriculum content may confront students with feelings of loss and alienation which in turn may result in lack of engagement in classroom activities and discussions. There is a possibility that biases and prejudices may arise as a result of socio-cultural differences as well as due to physical disability in classroom contexts. Therefore appropriate instructional strategies along with contextualization of content and innovative teaching-learning material will not only reach a wider range of students but also enable them to relate to their textbooks, and share knowledge and their lived experiences with each other. This will not only enhance students' participation in the classroom, it would also take them beyond the world of bland textbooks. Unless students can locate their individual standpoints in relation to the concepts represented in the textbooks and relate their knowledge to their own experiences of society, knowledge will be reduced to mere retention of information. The advantage of facilitating sharing of knowledge and lived experiences in the classroom is that it is bound to open channels of communication amongst students and also between the teacher and the student, thereby improving communication skills.

For instance the theme National Movement has adequate scope for utilizing local specific resources in terms of oral traditions, learners existing knowledge about lesser known local uprisings, other creative forms such as paintings, photographs, etc. that express local perceptions about colonial rule. It must be remembered that the National Movement was a mass movement that encompassed almost all sections of society, from the educated to the marginalized groups that included artisans, weavers, tribals, women, farmers, etc. People belonging to diverse socio-cultural groups participated in the movement against the British and they registered their protest in various ways. Therefore oral traditions in the form of folk-songs and popular proverbs, visual arts such as paintings, photographs, etc. and other such sources can be used to generate curiosity in the

classroom as well as help students to relate to an event which would otherwise seem to be too remote and farfetched for them. It must be remembered that women and dalit activists have used songs as a powerful medium for discussion, comment and analysis. The late nineteenth- century Kalighat paintings of Bengal depict social life under British rule. In their paintings, the artists ridiculed the westernised *baboo* who spoke in English and adopted westernised habits like smoking and sitting on chairs. These paintings expressed the anger of the common people against the rich. (*Our Pasts III, Part 2*)

In Kumaon and Garhwal region the belief in ghosts and spirits is an integral part of the religious beliefs and practices of the people. People believe that many ghosts resemble the British and these ghosts are described as half-witted, easily frightened and are believed to take possession of people in the neighborhood, who then go about demanding *cheroot*. Such examples show how popular perceptions emerged after the region was occupied by British in 1815. The British were visualized as being half intelligent, frightened and who smoked the pipe and these attributes were conferred to supernatural beings.

Similarly the theme on ‘Climate’ can involve a visit to a nearby agricultural farm to understand the relationship between the process of crop cultivation and climate and how the livelihood and existence of farmers are guided by climatic changes.

Such an approach can also rectify stereotyped notions about social sciences being text centred and which merely transmits information with the teacher acting as the medium. As part of the National Curriculum Framework (NCF) - 2005, the National Focus Group Position Paper on Teaching of Social Sciences proposed an epistemological shift.

	<b>From</b>	<b>To</b>
1	Textbook as the only source of information	Textbook as suggestive of a particular way of understanding issues
2	Textbook as a closed box	Textbook as a dynamic document
3	The ‘mainstream’ account of the past	More groups and regions are Covered

### **Adopting a Participatory Approach**

So far, teaching a subject has mainly been confined to the following methods:

1. Lecturing- the teacher speaks and the children listen.

2. Reading Out- the teacher or a child reads the text aloud
3. Paraphrasing- the teacher paraphrases those sentences which she considers important.
4. Underlining or Bracketing- children are made to mark important sentences in the classroom.
5. Dictating- the teacher reads aloud the notes made by her and children are asked to note it down.
6. Reviewing- children are asked by the teacher to recall the answers dictated by her.
7. Unequal opportunities to both girls and boys and to learners with disabilities with regard to participation in all types of activities.

Such methods generally indicate a neither one –way learning process which involve neither teacher –learner interaction nor learner participation in the classroom thereby making the teaching-learning process boring and mundane. But if such methods are practiced in a more meaningful manner, it can make the learning process more participatory. It is a well established fact that students learn well when they interact and participate. While advocating changes in the approaches to teaching, it is suggested that the shift from mere imparting of information to involvement in debate and discussion would keep both students and teachers alive to social realities. The main approach in the teaching-learning process is to adopt a participatory approach which allows the learners to think independently about their own personal experiences and their personal understanding of the issues explored thereby opening communication among learners and teachers.

### **Learners Learn Better When**

- They are actively involved in the learning process
- Learning is related to their daily life experiences
- Learning situations are drawn from their environment
- Pupil -teacher and pupil -pupil interactions are encouraged

A theme on ‘Challenges to Democracy’ should encourage students to critically analyse the functioning of democracy in India and how various factors pose as challenges to its functioning. At the secondary stage learners are mature enough to understand what is going on around them. A discussion on corruption may be initiated and learners may be asked about incidence of corruption in their town or village. It is possible that some might even mention a

corrupt official or worker who insisted on taking a bribe for getting some work done. Can the Lokpal Bill be looked upon as an effective instrument to fight corruption? How would the Lokpal help to resolve issues of the common people such as securing a license to run a tea stall? How can we effectively use the RTI to improve access to quality education? Such discussions will encourage learners to express their experiences and perspectives on socio-political realities and how such factors affect the lives of people in a democracy.

A theme on 'Human Rights' may be transacted in the classroom by using reports/articles newspapers and journals, and also drawing upon the learners' experiences in their home/school/community. For instance there have been many news items/ articles in newspapers or other mediums pertaining to rights of the disabled. Students may be asked to read/hear such news items and give their views on the implementation and violation of the rights of the disabled.

We are aware that social sciences are full of essentially contested concepts and many of these concepts are complex, contemporary and hence contentious. These concepts are introduced to enable teachers to have an informed and healthy discussion involving learners. The textbooks are to be considered as tools to help develop perspectives on various contemporary issues. The role of the teacher is to provide a safe space for students to express themselves, and simultaneously to build in certain forms of interactions. Stepping out of their role as the 'repository of knowledge' should be a primary concern, because teachers need to understand that they have to listen with empathy and without judgment and encourage learners to listen to each other. If girls in the class are passive listeners, make special efforts to improve their participation by asking them to read aloud in class and directing questions at them and encouraging them to answer. Allocate equal roles to all students during group work, role-play, project work, debates and discussions, etc.

Making the teaching- learning process participative should therefore be the prime concern of the social science teacher, and for this there is a need to shift from mere transmission of information to debate and discussion. Some of the instructional strategies that the teacher can employ in the classroom to ensure participation are: discussion, brainstorming, teaching, group work, individual work, debate, field visit, role play, use of audio-visual aids, use of oral traditions, etc.

## **Social Sciences is Integrative**

It is essential to understand that the social sciences curriculum is integrative. Though the various disciplines of Social Sciences may have distinct perspectives and methodologies, their boundaries are not water tight because Social Sciences seeks to address the totality of human experience over time and space, connecting with the past, linked to the present, and looking ahead to the future.

The boundaries of the discipline need to be opened up and plurality of approaches needs to be adopted to understand a given phenomenon. Each of the social studies disciplines integrates content from others. Therefore we need to plan lessons in such a way that we draw ideas from history, geography, political science and economics to enhance understanding of a particular concept or event.

Since the main aim of social sciences is to develop a generalised and critical understanding of how human beings and human groups function in society, certain themes that facilitate interdisciplinary thinking need to be discussed and debated in the classroom. For instance a theme on Development can address the interdisciplinary nature of social sciences by focusing on the following: correlation between topography of a region and dissemination of schemes and programmes; impact of policies and programmes on the unorganized sector; contribution of peoples' movements in the development of a region; etc. Similarly women's participation in political and socio-economic processes will address gender concerns because gender cuts across all disciplines and will make perspectives of women integral to the discussion of any historical event and contemporary concerns. The selection of such themes should be culturally relevant, and where different disciplinary approaches can facilitate an in-depth and multiple understanding.

Drawing linkages between various disciplines will enable the student to identify and analyze multi- disciplinary approach and conceptualise linkages amongst various disciplines. It sharpens the students' ability to think critically, to practice sound methodological skills and to communicate effectively. Using a single discipline approach will inevitably result in failure to understand the holistic nature of a problem. Subsequently it necessitates a comprehensive framework that recognizes interconnection between geography, history, political science, economics, and environment and so on. This approach also promotes concerns such as gender, human rights, sensitivity to persons with disabilities, marginalized groups and minorities. Visuals may be utilised to sensitise students towards these concerns.

### **Interpreting a Visual from an Interdisciplinary Perspective**

#### **(India and the Contemporary World –I (History textbook for class IX)**



*Fig.7 – A camel fair at Balotra in western Rajasthan. Camel herders come to the fair to sell and buy camels. The Maru Raikas also display their expertise in training their camels. Horses from Gujarat are also brought for sale at this fair.*

- **What does the visual portray?**
- **Can you identify the nature of the region in which the visual is located?**
- **Does the visual convey an economic activity or a socio-cultural event?**
- **What kind of work are the men involved in?**
- **Can you locate any women in the visual?**
- **What does the absence of women convey?**
- **What do you think is the source of livelihood of the people portrayed in the visual?**
- **Are the people working for themselves or for an employer?**
- **Is this activity a common feature in other parts of the country? Why?**
- **What is the role of animals in a pastoral society?**

## **Curricular Concerns and Organization of Social Science Syllabus**

At the primary stage, the natural and social environment is taught as an integral part of language and mathematics (with gender sensitivity) with a focus on children being engaged in activities that would help them in promoting an understanding about the natural and social environment. For classes III to V, it is through Environment Studies that a child is initiated to locate and comprehend the relationships between the natural and social environment based on observation and experience.

At the upper primary stage, the subject-area of Social Science drawing its content from History, Geography, Political Science and Economics has been introduced. Using the thematic approach the learner is introduced to contemporary issues and problems related to society and economy from multiple perspectives. Emphasis has been given to issues like poverty, illiteracy, child and bonded labour, class, caste, gender and environment.

At the secondary stage, the social sciences help students in understanding the environment in its totality and developing a broader perspective and an empirical, reasonable and humane outlook. With such intentions, the syllabus has focused on thematic approach and involvement rather than information. The textbooks make an effort to ensure that understanding does not suffer by burdening the learner with too much information and detail. Equally, the themes and details that are brought before the learner for attention and discussion are also meant to clarify doubts and disputes that take shape in contemporary society—through an involvement of the classroom in discussions and debates via the medium of the syllabus.

The main focus is on contemporary India and the learner is initiated into a deeper understanding of the social and economic challenges facing the nation. Perspectives of the adivasi, dalit and other disenfranchised populations have been integrated into various themes contextually with an effort to relate the content as much as possible to the children's everyday lives. In the discipline of History, India's nationalist movement and its developments as an independent nation has been dealt with in the context of developments in the modern world. Issues relating to Geography are taught keeping in mind the need to inculcate in the learner a critical appreciation for conservation and environmental concerns. In Political Science the focus is on discussing the philosophical foundations that underlie the value framework of the Indian Constitution, i.e. an in-depth discussion of equality, liberty, justice, fraternity, dignity, plurality and freedom from exploitation. As the discipline of Economics is introduced to the learner at this level, themes are discussed from the perspective of the masses. For example, poverty and unemployment may be derived from an understanding of the functioning of economic institutions and the inequalities sustained by economic relations.

### **Objectives of Teaching Social Sciences at the Secondary Stage**

- The notion of textbook must be changed from being merely instructive to more suggestive offering enough scope for the learner even to go beyond the textbook which is necessary to enrich the understanding of a given social phenomenon.

- Understand the processes of economic and social change with examples from modern and contemporary India and other parts of the world.
- Critically examine social and economic issues and challenges like poverty, child labour, destitution, disability, illiteracy, and various other dimensions of inequality.
- Appreciate the rights of local communities in relation to their environment, the judicious utilization of resources, as well as the need for the conservation of the natural environment.
- To address gender concerns in terms of making the perspectives of women integral to the discussion of any historical event and contemporary concern.
- Understand the roles and responsibilities of citizens in a democratic and secular society and of the state in the fulfillment of constitutional obligations.
- To prepare students for their role as future citizens.

## **NCERT Textbooks as Spaces for Participation and Involvement**

The Social Science textbooks of NCERT provide ample space for interaction and dialogue. They contain several elements that promote interaction and involvement and equip the teacher with various methods so as to encourage active learning and discourage passive listening in the classroom. In-text questions placed between paragraphs of a theme or at the end of a theme provide an opportunity for teachers to review the ideas discussed in that section. The purpose of these questions is to ensure that learners have understood the concept(s) discussed in that section. The theme on ‘Climate’ (Geography, Class 9) raises several questions on how climatic conditions affect the lives of people living in different geographical regions. For example, why do houses in Rajasthan have thick walls and flat roofs? Why are houses in Assam built on stilts?

Visuals in the form of pictures, cartoons and photographs have been used judiciously in the textbooks. The purpose of including visuals is not to use them as fillers to fill empty spaces in the textbooks but are important methods to explain concepts, pose critical comments, summarise ideas, make comparisons, and so on. For instance, in the theme ‘Nazism and the Rise of Hitler’ (*India and the Contemporary World*, class 9, pp.64-65) there are a number of visuals which tell a poignant tale of the suffering and pain of the Jews as a result of the hate-crimes committed by the Nazis against Jews and other ‘non-Aryan’ races. The purpose of using cartoons as an important

pedagogic tool in the Political Science textbooks is not just meant to make us laugh but to understand and question socio-political realities through satire. The theme ‘Gender, Religion and Caste’ (Democratic Politics, class X, p.53) has a cartoon which elicits responses from learners about their views on vote-bank politics and how caste is used as a tool by politicians to garner votes.

The inclusion of Activity Boxes in almost all chapters is to encourage students to study the content, critically analyse and provide their own perceptions of events, processes and situations and also relate them to their everyday lives. The theme ‘Water Resources’ (Cotemporary India II, Class X p. 23) contains activity boxes that encourage students to find out about traditional methods of building dams and irrigation works and also about rainwater harvesting systems in their neighbourhood.

The textbooks also contain a number of boxed items which highlight key aspects of a chapter. In the NCERT textbooks there are different types of boxes. While some highlight an extract, others a similar event which occurred somewhere else, others may contain dates and years. Many boxes contain case studies, brief narratives, and so on. The theme ‘Money and Credit’ (*Understanding Economic Development*, class X, p.52) there is a box item on the success story of the Grameen Bank of Bangladesh for its ability to reach the poor to meet their credit needs at reasonable rates. Many a times teachers may tend to ignore information in these boxes at the risk of missing important aspects of the theme.

## **Assessment and Evaluation**

Any educational reform has to ensure examination reforms. But as long as examinations and tests assess learner’s ability to remember and recall textbook knowledge, all attempts to direct the curriculum towards effective learning will be thwarted. The primary purpose of assessment and evaluation is to improve student learning. Assessment is a process of gathering information to reflect the level of student’s achievement of curriculum expectations. To ensure that assessment and evaluation are productive and reliable, teachers need to adopt practices that are fair, transparent and equitable for all students, that is, they need to support all students including students with disabilities and first generation learners. Psychological data has shown that different learners learn (test) differently. Hence there should be more varied modes of assessment beyond the paper-pencil test. Oral testing, group work evaluation, open-book tests should be encouraged. Assessment of students cannot be a one-time process; it has to be on-going and varied in nature so as to give students a number

of opportunities to demonstrate their skills. Evaluation is based on assessment of learning that provides evidence of student achievement at the end of a learning period.

Some of the major components that can form a part of assessment of students' achievement are:

- Knowledge and understanding of content
- Use of creative and critical thinking skills/processes
- Organisation and expression of ideas and information through various forms
- Application of knowledge and skills to make connections within and between various contexts
- Behaviour in a variety of situations
- Team spirit
- Ability to communicate
- Personality development
- Communication skills
- Participation in classroom activities

**Purpose of assessment:**

- To monitor objectively pupil standards at strategic points in their educational progress
- To provide them with timely and descriptive feedback and thus to motivate
- To diagnose students strengths and weaknesses

To provide feedback to teachers on students learning and improve teaching

**How to approach and Design Assessment**

- Identify and evaluate the learning objectives
  - What are the key skills and knowledge students are expected to acquire from particular modules?
  - Which learning objectives matter more than others?
- Prepare assessment procedures to meet these goals

- To what extent do the existing modes of assessment promote the desired learning objectives?
- Use diversified assessment procedures to give greater opportunity for students to demonstrate their particular skills.
- What types of skills are being tested in each assessment?

### **Characteristics of an Effective Programme: Continuous & Comprehensive Evaluation (CCE)**

The CCE helps in:

- Reducing stress on children
- Provides space for the teachers for creative teaching
- Provides a tool for diagnosis and for producing learners with greater skills.

**Asking Questions in Class:** Should be used not only for checking whether they have learnt but also to motivate them to think on various aspects. The students may be encouraged to put forth their arguments in support of their answer. **Use of 'one minute paper'** ( John Chizmar and Anthony Ostrosky, 1998) not only helps to get a clear understanding of student's learning but also acts as a pedagogical innovation for improving teaching. This method can be used in the final minute or two of the class hour. Students can be asked to write down important things that they have learned during transaction of a theme and also point out the issues or concepts which they are yet to grasp. This will help the teacher to gauge as to what is being learned, assess the learner's learning ability and also have an idea as to what is still needed. Short in- class Quizzes, debates, discussion and similar classroom checks on students understanding provides a proven framework to assess what students are and are not learning during the course.

### **Examinations:**

The type of questions posed has a very crucial role to play while assessing the students learning. It should be framed in such a manner that they check the students:

- Understanding of core concepts
- Ability to analyse, interpret the information

- Presentation of skills
- Reflective thinking
- Application of concepts to real- life situations
- Making inter-connections between different concepts and topics

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## **Section III**

# **Organising and Designing a Training Programme for In-Service Professional Development of Social Science Teachers**

## Section III

### Organising and Designing a Training Programme for In-Service Professional Development of Social Science Teachers\*

#### Identifying the Need

In-service education can play a significant role in the professional growth of teachers and function as an agent of change in school-related practices. In-service education cannot be an event but rather a process which includes knowledge development and changes in attitudes, skills, disposition and practice through interactions. An important component of in-service education is training. Training is a diagnosis of identifying the learning needs of the teachers. It is also a process to address those needs and enhance teachers' capabilities in effective transaction of the curriculum in the classroom. Organising a training programme involves a series of steps: identifying the learning objectives, determining the training content, deciding the methodologies, selecting the learning activities, defining evaluation criteria and specifying follow up activities. It has been observed that many teachers despite having a long experience of teaching face difficulties in handling the social sciences in the classroom. The difficulties may arise due to the following reasons:

- Teachers are specialised in one/ two subjects but are expected to teach all four social sciences subject in the classroom.
- Unfamiliarity with the approach adopted in the new textbooks.
- Lack of awareness of new trends in the subjects.
- Lack of adequate infrastructure and funds to undertake activities.
- Attitude towards social sciences as a non-utilitarian subject resulting in lack of motivation in upgrading their information/skills.
- Scarcity of teaching-learning resources, non-availability of journals, magazines etc. especially in the remote areas.
- Lack of regular training programmes which hinders their professional growth.
- Examination system which is mostly based on rote learning does not motivate teachers to improvise their teaching- learning strategies.

\*Training Manual for In-Service Education for TGTS' in Social Sciences, DESS NCERT.

The main idea behind the development of the Package in Social Sciences is to build the necessary orientation and capacities in teachers so that they can appreciate, understand and meet the challenges of the curriculum. The Package seeks to familiarise teachers with the approach of NCF 2005 and necessary skills required for effective transaction of the Social Science curriculum. It also aims to orient teachers/teacher educators towards new trends in the subjects of geography, history, political science and economics and also incorporate perspectives of disadvantaged groups specially the physically challenged, gender concerns, effective of ICT in classroom transaction,etc

The Package contains important themes drawn these disciplines, use of varied activities for effective transaction of themes using the participatory approach, reading lists/ references and training schedule to help teacher training organisations to conduct training programmes for teachers. The modules pertaining to various disciplines have made a conscious effort to include the above mentioned generic concerns in ta variety of activities to enable the teacher to affectively incorporate them in the teaching-learning process.

### **Objectives of the ITPD Package**

- Equip teachers to understand the nuances of the components of Social Sciences and develop a social science perspective.
- Acquaint teachers with new trends the field of knowledge and method of inquiry as reflected in the NCF -2005 syllabi and textbooks.
- Enable teachers to transact a theme through an interdisciplinary approach.
- Empower teachers to know how learners construct knowledge and facilitate the process in classroom.
- Help teachers acquire different strategies, competencies and skills for transacting new upcoming areas.
- Develop competencies among the teachers to relate the topic in context of their local surrounding/ experiences.
- Enable teachers to promote self learning/ team work in and outside the classroom for effective transaction of the curriculum.
- Develop competencies to monitor the progress of each child in the classroom as well as to manage with remedial inbuilt mechanism.
- Enable teachers to recognise that we live in a pluralistic society and that learners belong to diverse socio-economic backgrounds and with varied learning abilities.

## **Structure of the Training Programme**

The Package has been developed for a training programme for trained graduate teachers with duration of five days, keeping in mind the shortage of Social Sciences teachers as well as the impact of their absence on teaching-learning processes. Since Social Sciences comprises four subjects therefore each subject has been accorded one separate day to orient teachers with the new approaches and nuances of the concerned subject. The intention of the Package is not to provide detailed presentation of content related to a particular theme, but to familiarise teachers with major concepts underlying a particular theme and its transaction through various ‘do-able’ activities. The duration of the programme can be flexible –it can be organised for twenty-one days if the concerned coordinator wishes to organise it during vacations.

On the first day after registration, the opening session would include objectives of the programme, which would be followed by self-introduction of the teachers and their expectations from the training programme. The second session would be devoted to the aims and objectives of RMSA. The third session is devoted to discussion on Social Sciences curriculum, syllabus and textbooks from classes IX to X in light of NCF 2005. One session each on generic concerns such as gender, inclusive education, use of ICT and understanding adolescent learners has been included during the five day programme. The rest of the sessions have been utilized for orienting teachers in the four subject areas e.g., geography, history, political science and economics. On each day a presentation by the resource person will be followed by group work by trainees, activities and teaching- learning strategies and evaluation. One day has been allocated for a field trip.

# Suggestive Schedule of a Five- Day ITPD Programme in Social Sciences for Secondary Stage

## Training- Schedule

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### Day 1: Monday

- 09.45–10.00 Opening Remarks
- 10.00–10.15 Self-introduction and Expectations of the Participants from the Programme
- 10.15–10.30 Introduction to RMSA:
- 10.30–11.15 Approaches to Social Sciences at the Secondary Stage:
- 11.15–11.30 *Tea*
- 11.30–13.00 Presentation and Discussion of History Module-1
- 13.00–14.00 *Lunch*
- 14.00–15.30 Presentation and Discussion of History Module-2
- 15.30–15.45 *Tea*
- 15.45–17.15 Assessment Strategies and CCE in Social Sciences

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### Day 2: Tuesday

- 09.45–11.15 Understanding the Adolescent Learners
- 11.15–11.30 *Tea*
- 11.30–13.00 Presentation and Discussion of Geography Module-1
- 13.00–14.00 *Lunch*
- 14.00–15.30 Presentation and Discussion of Geography Module-2
- 15.30–15.45 *Tea*
- 15.45–17.15 Making Social Science Education Inclusive

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### Day 3: Wednesday

Field Visit

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### Day 4: Thursday

- 09.45–11.15 ICT for Social Sciences
- 11.15–11.30 *Tea*
- 11.30–13.00 Presentation and Discussion of Political Science Module-1
- 13.00–14.00 *Lunch*
- 14.00–15.30 Presentation and Discussion of Political Science Module-2
- 15.30–15.45 *Tea*
- 15.45–17.15 Learning with films (*Beyond Rangoon*)

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### Day 5: Friday

- 09.45–11.15 Gender Perspectives in Social Sciences
- 11.15–11.30 *Tea*
- 11.30–13.00 Presentation and Discussion of Economics Module-1
- 13.00–14.00 *Lunch*
- 14.00–15.30 Presentation and Discussion of Economics Module-2
- 15.30–15.45 *Tea*
- 15.45–16.15 Feedback from the Participants
- 16.15–16.30 Closing Remarks

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*Components of the Training*

Methods	Description
Presentation	<p>Trainers present information to group using visual aids such as ;</p> <ul style="list-style-type: none"> <li>• Black Board</li> <li>• Power point</li> <li>• Overhead projector/ slides</li> <li>• Can also include demonstration role play' where two or more trainers act out a scenario for participants to observe and make notes</li> </ul> <p>Sessions should be interactive</p>
Participation	<p>Question-and- Answer may be used as a basis for the session Small group exercises may be organised to ;</p> <ul style="list-style-type: none"> <li>• Raise questions and find answers</li> <li>• Discuss and analyse issues critically</li> </ul>
Activity-based/ Field work  (Accelerated Learning)	<p>Trainers facilitate learning through group activities(indoor and outdoor)</p>

## Designing the Training

The training programme should adopt methods that promote creativity, aesthetic and critical perspectives, and enable teachers to understand emerging trends taking place in society. The training design should emphasise local contextuality and specificity of teaching- learning situation. Previous knowledge, skill and expectations of the trainees will help trainers to understand what ought to be included in the training. During an in-service teachers' training programme there is no need to give emphasis on very simple and general concepts that are already known to the teachers. Further the focus of the training method needs to shift from traditional methods/ /lecture/chalks and talk to a method that ensures active participation. Problem solving, dramatisation and role play are some hitherto under explored strategies that could be employed. Some other methods like case studies, role plays, fish bowl exercises etc, which augments skills are elaborated below.

Name	Descriptions	Relevant skills
Case study	A method in which an historical background scenario, set of circumstances or situation (real, imaginary or a mixture of both), with any other relevant data, is given to participants in written form to analyse and then diagnose and solve a particular problem	Procedural/ personal
Technique practice/ Simulations/Role play	A method in which short exercises are set up to enable the practice of particular skills and techniques  In case of role plays the actor develops the understanding of not only his/her roles, but also of the interplay which takes place between them	Interpersonal personal
Problem solving	A method in which students are actively involved in the process of search, defining problems, setting hypothesis, categorizing data, taking positions to develop critical	

	thinking with the teacher playing a facilitator's role.	
Debate	This process begins by specifying an issue, identifying two opposite view points, suggesting strategies to divide the task.	Team work Logical thinking
Discussion	Identifying an important issue and expressing the viewpoints logically.	Team work Logical thinking
Newspaper Clippings/ Collages	May be used as a resource material for enabling the students to understand that the different economic concepts they learn in the subject are related to their everyday life. For eg, the news clipping on food problem may be used as the basis of a case study or as an exercise. Read the news paper article and discuss the questions in	
Audio- Visual material	Films and documentaries can be utilised to enhance better understanding of a concept. Documentaries/short films on the construction of dams may be shown in order to initiate a discussion on the impact of construction of large dams on development of society. Songs of protest and dissent can be effective resource material to convey perspectives of marginalised groups.	
Field studies	Involve the students in making economic analysis of real world situations and, in doing so , develop his skills in the application of the theory	

## Implementing the training

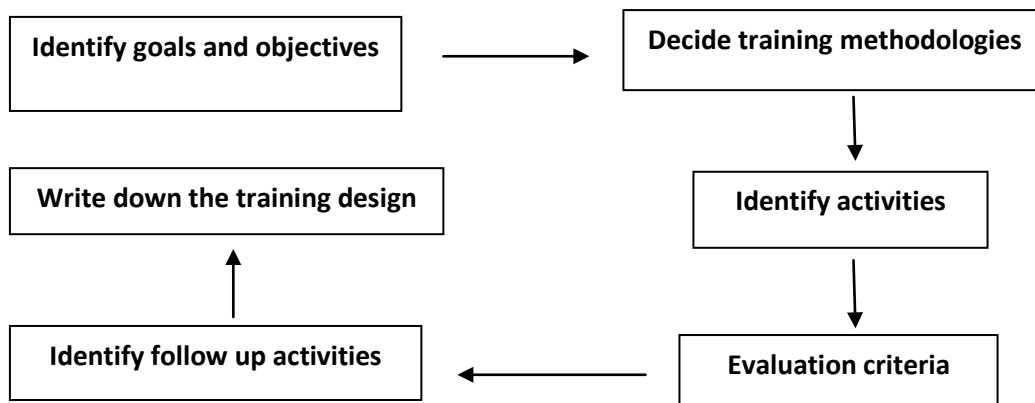


Figure 1.2 Series of steps in Teachers' training programme

## Evaluation of Training Programme

Training programme should be evaluated through the oral/written feedback obtained from the participants. Evaluation of the training should consider the purpose for which feedback is going to be used. If the objective is to see how far the training has added value to the school system, then we need to see, to what extent the transaction of curriculum has improved on account of training. If the objective is to see improvement in the classroom behaviour of teachers after the training, then it is necessary to observe the teachers on the job after the programme or seek the report of the principal.

Suggestions made by the participants would be incorporated in the training to enhance competencies among teachers to impart quality education. Questionnaire can also be circulated among the participants to draw feedback on training and based on it the training programme can be modified as per their needs. Questions can elicit information from the teachers regarding their experiences in the classroom. The questionnaire should consist of a limited number of questions and teachers must be encouraged to answer all of them. The questions meant for evaluation may include objective as well as subjective questions.





## **SECTION IV**

# **TRANSACTION OF THEMES**

# HISTORY

# Teaching History

## From Events to Processes

In the earlier approach history is mainly presented as a series of facts-of dates and events, about rulers and their conquests, about domination and control over power and resources. The idea of how historians reconstruct and reinterpret the past has generally not found a place in most history textbooks. Associating the past with political processes has largely been the approach of most history textbooks where the focus is more on political events rather than on socio-economic processes. Therefore events such as establishment of dynasties, expansion of kingdoms and empires and policies of rulers seem to take precedence over other important developments that shaped the past.

This often results in memorization of facts without actually comprehending what happened and why it happened. It is important to remember that history is also about ordinary people and how they led their lives. How they responded to or how they were impacted by forces of change, and how they were also responsible in gradually transforming human societies, or in shaping particular events in history. We sometimes tend to forget that even the most ordinary things that we experience in our lives, has a past of its own. For instance, we may not have had the inclination to think that the newspaper, the novel, or even the cartoon in a newspaper has had a past. The moment we do so, then we begin to think historically.

## Relevance of Studying the Past

History is not merely a study of the past but also sheds light on the present and future. It helps us to understand contemporary social reality, for the present has evolved through the events and developments which occurred in the past. Similarly the experiences of the past, in relation to the present guide us in determining the future course of development. What we see around us today or what we experience today did not happen overnight. It has evolved because of a long process of change, transition, and continuity, which explains why things are the way they are. We experience change but often do not pause to think as to why things are changing and that, things were not the same in the past.

History is about tracking these changes, understanding how and why they are taking place, and how the present world in which we live has evolved. It is here that the intricacies of the historian's craft assumes significance - how historian's identify clues left by people, how they compare and analyse these clues and finally form their interpretations of the past. Historians depend on variety of sources to not only retrieve the past but also make it accessible. The same source can tell us new things if we

ask new questions, and engage them in many ways. But sources just do not reveal the past; historians have to grapple with sources, interpret them and make them speak. The same source can tell us new things if we ask new questions, and engage them in many ways. Therefore how historians read sources and interpret them in various ways assumes significance. The history textbooks expose the students to a wide variety of primary sources, and introduce them to the processes of how they can form their own critical observation on the 'why,' 'what' and 'how' aspects of understanding the past.

The question that arises is how to make the study of the past interesting and relevant for young learners? The teacher therefore is faced with the a challenging task, that is, to be able to arouse a sense of curiosity in students and convince them that the past is also about processes and developments – what happened and why it happened, how societies progressed, what and how people earned for their livelihood, why they acted as they did, how kingdoms and empires were established, why people organised themselves together to rebel, etc. Very often a designated textbook is most often the only resource available to a teacher and the way the text is used will determine how interested the learner is about the past. Instead of just teaching history a teacher must make an attempt to 'do history'. By doing history students cease to become passive learners and therefore become active participants in the classroom. The various themes in the NCERT History textbooks provide ample scope to students involve themselves with the past through activity boxes, in-text questions, interpretation of visuals, source- boxes, photographs and paintings ,etc. It is expected that the teacher uses these judiciously to involve students in their understanding of the past.

### **The Past from Multiple Perspectives**

The past was also different for different groups of people. Peasants and working class, women and minority groups, merchants and traders and other unknown and unheard 'faces in the crowd' were also impacted by historical developments. The lives of peasants, artisans, women, merchants, traders and rulers and nobles were different from each other and therefore political and socio-economic events impacted their lives in varied ways. The experiences of the people must form an integral part of the discussion of any historical event or period. It is thus essential that the learner is able to relate to what he or she is learning. The use of wide variety of activities in the form of projects, debates, discussions, brainstorming, etc. will also help to supplement the idea of reconstructing the past. Such an approach will introduce learners to the basic essentials, as an active participant in the construction of knowledge, and not merely as a passive recipient.

## **Focus of the History Curriculum**

In the history component of the Social Science Syllabus of the earlier classes (VI-VIII), students were introduced to the history of India from ancient to modern times. In Classes IX and X an attempt is made to study some of the diverse forces and developments that have shaped the history of the contemporary world. Developments in India are located within this larger history. We cannot undertake a study of India's past in isolation, because societies and economies have always been inter-connected and history cannot be always contained within defined territorial boundaries. Thus the focus of history at the secondary stage is to unfold the story of India's pasts in relation to the larger history of the world. Further the approach in the history textbooks is to move beyond national territorial boundaries as the only valid unit of study. It is important to remember that it is the people who form the nation and we cannot talk of the nation without the people, or the locality without the nation. The main idea is to combine different levels of focus- between a close focus on particular communities and regions to the history of the nation; between the histories as they unfold in India and Europe to the developments in Africa and Indonesia.

The rationale for choice of themes and how they are organised at the secondary stage is to mainly undo stereotyped notions. For long, notions of associating development and change with the history of the west have dominated historical writings. People in the west were seen as enterprising, innovative, industrious, scientific and willing to change. While people in the east or in Africa, were looked upon as lazy, traditional, superstitious and opposed to change. Such an approach will only give us a lopsided understanding of the making of the modern world because the contemporary world was not shaped by the west alone. We need to look at other contemporary societies as well; the way different societies experienced and brought about these changes. We also need to establish linkages between the histories of different countries- How changes in one society shaped the other? – Impact of colonialism on Indian economy and society; how developments in India and other colonies impacted Europe?

So the history of the contemporary world is not only about the growth of industries and trade, technology and science, railways and roads. It is also about economic activities and livelihood patterns of various social groups such as forest dwellers and pastoralists, cultivators and small peasants who were an integral part of varied socio-economic processes that shaped the contemporary world and how they coped with the nature of these changes. Very often in our quest to explore historical developments and processes we tend to overlook the everyday lives of people, that is to cope with the mundane, what were the other activities that people engaged in? Therefore histories of everyday life such as sports and clothing, printing and reading, novels and newspapers form an integral are some of the important themes that have been included in the textbooks.

In both classes IX and X the syllabus consists of three separate units, each focusing on a different set of themes, all of them important to our understanding of the contemporary world. Each year one set of themes seeks to deal with political events, processes and ideologies, one with livelihood patterns, and one with questions of culture, rights and identity. The history syllabus has been organised keeping in mind then the following:

- In discussing the political events and processes, the emphasis is on how developments in the west as well as in the colonies are significant in the making of the modern world. The ideas of liberty, democracy and freedom came up not only in the west but also in the colonies. Anti democratic ideas — fascist, racist or communal — similarly developed in different forms in different countries.
- In the unit on ‘Livelihoods and Economies’ the focus is to understand how different social groups confront as well as shape the economic changes in the modern world. Each theme within the unit is studied through a focus on one region, and in many cases through two appropriate case studies, one Indian and one from another country. This approach will give learners some idea of the variety within seemingly similar processes and phenomenon. The general discussion of the issue will revolve around and will be drawn out from the case studies.
- In focusing on issues of culture and identity, an attempt is made to make learners aware of the fact that everything — clothing or food, sports or leisure, print or books — has a history. These histories reflect cultural and political changes and are often linked to issues of identity and power.
- In discussing each theme the textual narrative is supplemented by extensive use of pictures, photographs, cartoons, extracts from a variety of original sources — eye witness accounts, travel literature, newspapers/journals, statements of leaders, official reports, terms of treaties, declarations by parties, and in some cases contemporary stories, autobiographies, diaries, popular literature, oral traditions. The effort again is to make learners read the sources, think of what they say, and why a thing is represented in a particular way. In many cases questions will be appended to pictures and extracts to allow a critical engagement with these.
- Each theme is located in time and space through maps and timelines. Even in using maps the effort will be not simply to pass on a set of information but to persuade students to make inter connections, to read maps critically.

# **Transacting ‘French Revolution’**

## **Overview**

One of the most significant movements of the 18<sup>th</sup> century, worldwide, post-American Revolution, was the French Revolution of 1789, which opened a new chapter in the history of the world. For a long time this revolution was in the making and by the time it broke out the existing system of governance there had completely lost the trust of ordinary people. In the short run, a change for democratic rule was considered not only as ‘right,’ but also to be ‘urgent’. And, by the time it came to a close, it had not only entrenched democratic principles in France but had also spread these ideas across the world.

## **Teaching-Learning Objectives**

While transacting ‘French Revolution’ teachers will be required to focus on the following.

- First, the students need to clearly understand what a ‘revolution’ is and how it is different from that of a ‘movement’.
- Secondly, the students should also be able to distinguish between the historical situations in which the seeds of a revolution and that of a movement find fertile grounds to germinate and grow.
- Thirdly, the students should be able to identify the special circumstances under which the revolution found root in France and from there how did it spread to the other parts of Europe and then to the rest of the world.
- Fourthly, the students should also be able to develop clear perspectives on the roles that are played by different sets of ideas, institutions and individuals to bring about desired change in a given system of social, political and economic organisation to a more radical one.
- Fifthly, the students should be able to recognise the dynamic process through which the revolution moved and then establish causal connections between the various developments which took place during that process.
- Sixthly, the students instead of taking each development which took place during that process as given should be able to raise questions, examine the evidences critically, draw

logical inferences and then make estimation either of the entire revolution as one event or various facets of it separately.

- Finally, having studied the topic, the students should be able to appreciate the relevance of values like liberty, equality and fraternity in the social, political and economic arenas which ushered in the modern age in many ways and imbibe these values in a manner that will contribute to the universal progress of mankind in years to come.

## **Key Concepts**

In order to help the students develop these crucial abilities and make transaction of the topic purposeful an outline of the 'Revolution' as given below can be related to the students and then involve them in critically examining its various facets through various 'activities' as have been shown under every sub-heading.

### **A. The Revolution**

A 'revolution' is commonly understood as a forcible change brought about in the given or established social, political or economic system of a country in favour of an entirely different or new system whereas a 'movement' is understood as an action undertaken by a group of people working together to advance their shared social, political or economic ideas with an objective to bring in positive change in the prevailing system without substituting it by an altogether new system. So what is important here for the students to understand is the difference between a complete or thorough 'change *of* the system' from an incremental or positive 'change *in* the system'.

### **Activity 1: Discussion**

At the very outset, it is quite important for students to understand the concepts of 'revolution' and 'movement' and then distinguish between the two before they can thoroughly understand the impulse, the progression and the effects of the French revolution. For them to be able to do so, the simplest method is to lead them to have a lively discussion on the issue. Therefore, the teacher can do the following to begin teaching French Revolution proper.

- The teacher can ask the students to discuss individual events which are labelled as 'revolutions', such as, the Green Revolution, the Industrial Revolution, the Russian Revolution, the Cultural Revolution, Mass-Communication or Information Revolution etc.

- Similarly, the teacher can initiate a discussion in the class to let students debate and decide as to why India's struggle for freedom should be regarded as a 'movement' as it is often done and not as a 'revolution'.
- To better understand this concept, the students can also be asked to bring into the fold of their discussion such other events which are better known as 'Labour Movement', 'Cooperative Movement', 'Civil Rights Movement', 'Feminist Movement', 'Social Reform Movement', 'Temperance Movement', 'Anti-corruption Movement' etc.

### **Activity 2: Individual/Group Projects – Drawing up of Comparative Charts**

Projects can be of various types as long as these help students enrich their learning experience. In this case, the teacher can do the following:

1. Groups of students can be assigned projects (either individually or group-wise) to draw up '**comparative charts**' between different 'revolutions' and 'movements' (as mentioned before or as they can access from information available in the public domain) separately to indicate there in the characteristic features of each of the 'revolution' and 'movement' to deduce parallels and then answer why those events could be called 'revolutions' or 'movements'.
2. Similarly, students can be asked to draw '**differentiating charts**' to highlight specific attributes which differentiate 'revolutions' from 'movements' by taking several examples from both categories.

### **B. France on the Eve of the Revolution**

France on the eve of the Revolution was "based on authority, class privilege, and absolute rule". King Louis XIV, despite many weaknesses, was never short of "anxious care for the good of his country". But his successors were weak and incapable of discharging the onerous responsibility of the highly centralised monarchical government. The French society beset with the strains of inequality lacked unity. The privileged classes consisting of the nobility and the higher clergy enjoyed all rights without any obligation towards the State. The unprivileged, on the other hand, consisting of the *Bourgeoisie* (middle class), the lower clergy, the peasants and the workers, had all kinds of obligations but no rights. The condition of the French economy was no better. Frequent wars and extravagance on the part of the King and his high officials had pushed the State to a situation of near-bankruptcy. The privileged classes who had the ability to pay were nearly exempted from paying any tax to the State. The burden of taxation thus fell upon the unprivileged

classes who had hardly any more capacity to pay. The tottering finances of the State further received a jolt when France got involved in the American War of Independence. The cost of this war forced Louis XVI to summon the **Estates' General** in 1789 in the hope of finding a way out. The measure “sounded the death knell of the ancient regime and led to the first step in the revolution”.

### ***Activity 1: Introductory Discussion***

An introductory discussion often healthily warms up students to break down complex ideas and issues to see historical events in right perspective. In this instance, unless students properly locate the complex issues troubling the French society before the onset of the revolution, they cannot understand the subsequent developments and will forever only think of mugging up facts for examination purposes. So, at this stage, the teacher must lead students into an engaging interactive discussion to continue over a period by doing the following.

1. This segment of the revolutionary history of France can be better introduced to the students by posing questions like (a) what is inequality, (b) how does inequality affect people in different spheres of life (social, economic, political), (c) how should rulers deal with situations of entrenched inequality, (d) what courses of action are available to citizens when rulers are perceived to be disinclined to address their concerns etc.
2. These questions will help students to reflect on the current situation in which they live and place in proper perspective the differing situation which obtained in France before the revolution.
3. While discussing each of the above listed questions, the teacher has to draw the attention of students to various facets of inequality by asking them quizzically subsidiary questions like: (Q) Was there inequality among people only on ‘class lines’ or such inequality was pervasive also within each class and category of people on (i) ‘gender lines’ as well, like between men and women, and on (ii) ‘vocational lines’, as in case of the lower clergy who fulfilled much of peoples’ everyday needs and the higher clergy who mostly officiated in church ceremonies and lived in luxury?

### ***Activity 2: Debate***

After the transaction of the relevant portion given in the textbook, the teacher can undertake an activity to gauge students’ actual understanding of the pre-revolutionary French society, political system and economic situation. For this the teacher can do the following.

1. The teacher can lead students to debate the extent to which the then king of France, Louis XVI can be held responsible for the outbreak of the revolution. So the topic of debate could be: “Louis XVI was solely responsible for the outbreak of the French Revolution”.
2. In order to do this, the teacher and the students can mutually decide on the format which they would like to adopt to conduct the debate. A very common format is to give students the option to line up either ‘for’ or ‘against’ the topic and put forward their points of argument one by one in a pattern of first ‘for’, then ‘against’, then again ‘for’ and then ‘against’.
3. However, to make the debate purposeful, the teacher must lay out the issues which are to be debated, such as, (a) indecisiveness of the king, (b) his inability to address the woes of the proletarians or bring into account the unresponsive nobility and the higher clergy and (c) incapacity to stand up for constructive reforms should be brought within the purview of the debate.
4. The teacher must finally sum up the essence of the debate and write these down on the black board for the benefit of all students in the class.

### **C. The Liberating Ideas of the French Philosophers**

The desire of the ordinary people of France to break free from the oppressive conditions of life under the ancient regime was fired by the liberating ideas of the French philosophers. Rousseau spread among them the fundamental principle of democracy by declaring that ‘men are born free but everywhere they are in chains’. The shackles of their bondage, according to Rousseau, could be broken by instituting a government through the expression of popular will. Montesquieu, in a similar vein, taught the people about the merit of ‘separation of power’ and the ‘constitutional government’. Voltaire too exposed the evils of absolutism and corruption in the church. In sum, these messages set the tone of the Revolution around the triple watch-words of ‘liberty, equality and fraternity’.

#### ***Activity 1: Warming up Discussion***

Before going to transact the content given in the textbook in reference to the revolutionary ideas of individual philosophers and how those ideas contributed to the build up of the atmosphere for the outbreak of the revolution, the teacher can do the following warm-up activity.

1. The teacher should ask the students to respond to questions like (a) when they are in crisis whom do they look up to for help, and (b) what is it that they find most useful in such a situation – an idea that can help them see through the crisis or material help not knowing how to use it.
2. Next, the teacher can ask one of the student volunteers to write down different student responses on the black board.
3. Finally, the teacher can ask students if they can agree on certain broad responses to understand what implication those responses could have on their understanding of the contributions of the French philosophers to the French Revolution.

### **Activity 2: Preparation of 'Exit Card'**

'Exit Cards' are often prepared by students on topics which they have completed studying in all respect. Since this aspect of the French Revolution was like the focal point around which all other developments were getting shaped and reshaped, the students need to study it thoroughly. Hence, as a mark of their having done so, the teacher may ask them to prepare 'Exit Cards' individually.

1. An 'Exit Card' should include: (a) a list of the important terms and concepts, (b) meanings of those terms and concepts, (c) historical circumstances under which those terms and concepts were coined, (d) a chronological arrangement of the facts (serialisation of events) pertaining to the coining and propagation of the revolutionary ideas, (e) a collection of visual and assorted materials connected with those ideas, like, the pictures of individual philosophers, the Tennis Court Oath etc, (f) summarised versions of all the important ideas, (g) self-constructed questions which could be asked on the topic, and finally, (h) an overall assessment of the contributions made by the philosophers to the revolution.
2. The teacher should allow students 2 to 3 days to prepare these 'Exit Cards' using the resources that are available in the school.

### **D. Towards Revolution – The Role of the Third Estate**

On the summons of Louis XVI, the Estates' General met after a gap of 176 years. It was a three-chambered body comprising elected representatives of the three Estates (orders) - the clergy, the nobles and the commons. Previously these three Estates voted separately. This system always let the Third Estate out-voted in every matter by the other two Estates which were composed of the privileged classes. Therefore, no sooner did the Estates' General met, the representatives of the Third Estate demanded the three Estates to meet as a single chamber with each member having a vote. The first two Estates opposed this demand tooth and nail forcing the Third Estate to declare itself as the **National Assembly** on 17 June 1789. Coming under pressure the King closed the hall

of the Assembly to prevent the Third Estate from carrying out its revolutionary proceedings. This provoked its members to take an oath in a nearby tennis court not to separate until a constitution is framed. Ultimately the will of the commons prevailed and the formation of the National Assembly consisting of all the three Estates in a single chamber was completed.

### ***Activity 1: Question-Answer Session***

This is a largely factual section of the lesson. Therefore, the simplest method through which a teacher can make students grapple with these facts is to conduct a question and answer session. Some students are good at remembering facts while others are not. Therefore, when all students in the class are involved in a lively question-answer session, each one of them tend to get a sense of the facts and thereby find it easier to remember them. Besides, from a historical perspective factual questions are important as right answers to these questions prepare students for better comprehension of the subsequent developments of any event. Thus, the teacher can ask students the following straightforward questions to involve everyone in the class and write down the right answers on the black board.

1. What is the meaning of the French term, 'Estate'?
2. What was the makeup of the 'Estates General'?
3. Who constituted the 'National Assembly'?
4. Why was the 'National Assembly' constituted?

### ***Activity 2: 'Play Act': Enactment of the Sittings of the Estates' General***

'Role Play' or a 'Play Act' is an interesting activity which not only involves students in the activity thoroughly but also makes them perceptively understand the event, the characters associated with the event, and the 'whys' and 'hows' of their roles in that event. Therefore, in relation to this very interesting and critical phase of the French Revolution the teacher can encourage the students to perform a 'Play Act' on the functioning of the Estates' General in the following way.

**Step I:** Students in the class can be divided into three estates, viz. the First Estate, the Second Estate and the Third Estate with a ratio of 1:1:2.

**[Note:** *In a class of 40 students the numbers will stack up in the following way – First Estate- 10 students; Second Estate- 10 students; and Third Estate- 20 students. The king will adopt a resolution if two Estates vote for it.]*

**Step II:** The three Estates then can be asked to separately debate and adopt resolutions on the following proposals one by one:

1. No taxation for poor people;
2. Increased taxation for rich people;
3. Grant of equal rights for all people, i.e. men-women, poor-rich, noble-peasant, lower clergy-higher clergy etc;
4. Merger of the three Estates into one;
5. Installation of a constitutional monarchy; and
6. Signing of no-war and friendship treaties with neighbouring countries.

[**Note:** The teacher has to ensure that the members of each Estate are conscious of their own class interests. Having done that it would be interesting to observe (a) what lines of argument each Estate is taking on each of the proposals; and (b) whether they are passing resolutions in ‘support’ or ‘against’ the proposals.]

**Step III:** Finally, the student playing the role of the king will be required to ‘adopt’ any or a set of resolutions for implementation and then explain to the class as to why s/he adopted that particular set of resolutions and not others.

## **E. The Rising of the Commons**

The King’s attitude towards the National Assembly was, however, far from conciliatory. Sensing his hostility towards the newly established body, a strong crowd of Parisians stormed the state prison, Bastille, and pulled it down. The fall of this symbol of royal tyranny proclaimed the triumph of liberty in France. A new form of municipal government was established in Paris and a **National Guard** was constituted to maintain order. Soon the revolutionary fervour spread to the provinces. The nobles voluntarily surrendered their rights and privileges. Public offices were thrown open to all. Thus the principle of equality also triumphed marking the end of the ancient regime.

### ***Activity: Poster Gallery***

Creating a ‘Poster Gallery’ is a fascinating activity. Through this activity students can demonstrate their understanding of a dramatic historical event. Apart from it, they can also put on view their creative abilities. In relation to this particular aspect of the French Revolution, making of a poster

gallery could therefore be a very productive activity for the students. First, this will display not only their depth of understanding and sensitivity towards a historical event like the ‘Fall of Bastille,’ but also give expression to their innate creative instincts and acquired skills in presenting such abstract achievements as the ‘triumph of liberty’, ‘abdication of privileges’ by the nobility, realisation of the ‘principle of equality’ etc. While creating such a ‘Poster Gallery’ the teacher can guide the students to go through the following steps.

**Step I:** Students should collect any number of visual materials as are available from the primary sources. These materials could be (a) photographs of important buildings/monuments, (b) of the people, and (c) of incidents that were associated with the event. The materials could also be (d) posters, (e) pamphlets, and (f) news clippings of that period.

**Step II:** Next, the students can create their own posters based on their readings and understandings of the portion from the book with insightful texts accompanying them.

**Step III:** The ‘Posters’ thus collected and created should then be sequentially arranged by students to give a sense of the event.

**Step IV:** The end product should be discussed in the class to check if any lacuna remains to be sorted out. The teacher has to play a major role in it.

**Step V:** The ‘Poster Gallery’ that has been finalised can now be used for display during the ‘Social Science Exhibition’ conducted by the school that year.

## **F. Making of the Constitution**

The National Assembly now set itself to the task of framing the future constitution of France and came to be known as the **Constituent Assembly** (1789-1791). The principles on which the new constitution was to be based were enshrined in the **Declaration of Rights** (1789). This was a document which proclaimed that all men were free and equal in rights. Moreover, it also decreed that the sovereignty of the state was vested in the people. Besides, the National Assembly also tried to salvage the worsening fiscal situation of France by confiscating the vast amount of land held by the Church. The money earned from the sale of these landed estates helped to pay off the debt incurred by the government. The Church was also brought under increased governmental control by holding elections to fill the Church offices. This led a section of the Church to bitterly oppose the revolution. Many members of the French aristocracy also demonstrated their opposition to the revolution as it was turning more radical. Disturbed by these developments King Louis XVI tried to flee the country with his family. But he was caught on the way and brought back to Paris (June 1790). Now he had little option but to accept the new constitution which proclaimed France to be a constitutional monarchy (September 1790).

### **Activity: Writing Essay-type Question Answers**

Responding to essay-type questions require critical analytical ability as well as skills in providing structured answers. There is also an added requirement from students to use appropriate language. Therefore, the teacher can ask the following essay-type questions for students to answer, which will help them know the level of understanding which they might have acquired on this important aspect of the French Revolution. Besides, the students can also know whether or not they have been able to acquire competencies like the ability to ‘Recollect’, ‘Conceptualise’, ‘Classify’, ‘Compare’, ‘Interpret’, ‘Analyse’, and ‘Assess’, which would suggest the realisation of the curricular objectives on their part.

1. How do you view the activities of the National Assembly?
2. In what way did the activities of the National Assembly fulfil the objectives of the revolution?
3. Was constitutional monarchy a necessary stepping stone towards realising the ultimate goal of the revolution?
4. What was the goal of the revolution?
5. At this stage, could anybody in France have thought that the goal of the revolution was achievable?

### **G. The Second Revolution – Setting up of the Republic**

In accordance with the provisions of the new constitution a **Legislative Assembly** was constituted through an election that consisted of only a small bourgeoisie electorate who qualified to be voters on account of a certain amount of property which they owned. It caused widespread disenchantment among the proletariat. On the other end, members of the nobility fleeing from France could successfully persuade Leopold II, the Austrian Emperor and the brother of the French Queen, Marie Antoinette, to send across his warning to the revolutionaries that he would return with all Europe behind him to restore monarchy in France. Alarmed at receiving this warning, the Legislative Assembly declared war against Austria. And, as the war raged, people doubted the King’s loyalty to the constitution. Violence gripped the nation and hundreds of royalists were pulled out of state prisons for execution by the provisional government. This led to a heightened demand for establishing a ‘Republic’ in France. Consequently, a **National Constitutional Convention** was elected to draw up a more democratic constitution on the basis of universal adult suffrage. Known popularly as the National Convention, it met on 21 September 1792 and translated the popular demand into a reality. France was declared a republic. The King after a mock trial was sentenced to death and put to guillotine.

### **Activity Structural Analysis**

‘Structural Analysis’ is an important pedagogical tool which helps students to put in perspective the theory which in history is called ‘challenge and response’. In order for the students to do this activity, the teacher can take the following steps.

**Step I:** First, the students can be asked to draw up a ‘comparative chart’ with two vertical columns under the headings, ‘challenge’ and ‘response’.

**Step II:** Next, the teacher should ask the students to fill in those columns the ‘challenges’ that were there before the ‘National Assembly’ and the ‘National Convention’ and the ‘responses’ which the two organisations came out with to address those challenges.

**Step III:** Then the teacher will ask the students: ‘Do you see a pattern emerging here? There would be varied responses from the side of the students to this question.

**Step IV:** The teacher will therefore have to show the students the ‘Pattern’ herself – (a) first, identify the challenge from the students’ chart, (b) next, state how the organisation concerned constituted with a set of objectives responded to the challenge by taking some actions, (c) third, show how people reacted to those actions thinking that the concerned responses could have been different, (d) fourth, show how movements leading to the substitution of the said organisation begins, (e) fifth, show how a new organisation is formed to take its place, and (f) finally, state how the process continues providing steam to the revolution.

**Step V:** At the end, the teacher will ask the students to write an analytical report on the event based on the analysis.

[**Note:** Such a structural analysis will actually involve three ‘activities’ simultaneously, viz. (1) Drawing up of a ‘Flow Chart’; (2) Doing ‘Factual Analysis’; and (3) Writing an ‘Analytical Report’. *This activity can also be done by including the developments that are mentioned in the subsequent sections.*]

### **H. Sliding into Anarchy– the Reign of Terror**

Due to internal contradictions the National Convention failed to hold itself together. Quarrels between the moderate Girondins and the radical Jacobins coupled with the defeat of the French armies abroad and non-availability of food and soaring prices of essential commodities within the country created a situation of anarchy. Whereas the attack of an irate mob on the National

Convention left the government in the hands of the Jacobins, the Girondins fled to cities in the south and indulged in counter-revolution. To repress this menace, a twelve-member Committee of Public Safety elected by the Convention and vested with all executive authority with Maximilien de Robespierre at its head let loose a **Reign of Terror** from August 1793 to July 1794 in France killing some forty thousand persons and taking many more into prisons on suspicion. Simultaneously, the Committee also mobilised the entire population and resources of the country to fight the nation's war. Consequently, an eight hundred-thousand strong 'citizens' army' imbued with strong nationalist sentiments and ably led by the newly risen young officers from the lower ranks won a series of victories against the enemies of the revolution, then called the 'Coalition'. Although the war had still to be continued, there seemed to be no more patience left for the ilk of Robespierre. In a curious turn of event, like they did it to so many others before on mere suspicion, he and his followers were sent to the guillotine marking an end to the dreaded reign of terror.

### ***Activity: Group Discussion***

As a pedagogic tool the teacher can use 'group discussion' to great effect. Particularly, if on issues of governance, where measures taken to bring situations under control take extreme forms the way it happened in case of the 'Reign of Terror', what options could the citizens have can be discussed in groups as there could be varying opinions on these subjects.

**Step I:** In reference to this portion of the lesson a 'group discussion' can revolve around the following questions.

1. What options did the 'National Convention' have to resolve the differences between the Girondins and the Jacobins?
2. Were the issues of difference between the two quarrelling parties irresolvable?
3. Was purging necessary through a reign of terror?
4. Is it desirable to exterminate opposition if the idea is to establish a democratic government?
5. Can violence be ended through more violence?

**Step II:** To keep the present perspective in mind with which the students can relate better, the discussion can also include recent events as these are taking place in countries like Egypt, Yemen, Syria, etc.

## **I. The Moderate Republic**

With the architects of the reign of terror suitably dealt with attempts were made to re-establish a moderate republic. Hence a new constitution was drawn up on the basis of which a new five-member government called the **Directory** was set up in October 1795. However, widespread discontentment among the people continued partly on account of the unremitting national war efforts and inflation and partly because voting was once again restricted to the middle class property owners under the new constitution. As a result, when free elections were held two years down the line (1997) many royalists emerged victorious. This rattled the Directory to call in the army for help. But the next year things turned worse as Britain and Russia joined hands in a second coalition against France. This paved the way for the young Napoleon Bonaparte under whose leadership the army had come to the rescue of the Directory just over a year ago to depose it and put in its place a new dispensation called the **Consulate**.

### ***Activity: Parliamentary Debate***

‘Parliamentary Debate’ is a format which allows students to analyse government policies by rising above individual opinions. To conduct this debate, the teacher can follow the steps as given below.

**Step I:** Ask the students to form two groups – (1) a ‘Treasury Group’ and (2) an ‘Opposition Group’.

**Step II:** Decide on a motion for debate, such as, “The Directory has no right to continue in office”.

**Step III:** Tell the students that the important points for sparring in this debate should be:

1. Should there be a limited franchise in a democratic republic?
2. Should the government call in the army to defend itself from its own people in a democracy?
3. Should the economic policy in a democracy be people centric or government centric?

4. Should certain political opinion, if found inconvenient, be rusticated from public discourse?

**Step IV:** At the end of the debate put the motion to vote.

**Step V:** Depending upon the outcome of the voting, ask the students to write an assessment of the Directory and its role and functions.

**Step VI:** Give your opinion on student submissions after evaluating them.

## **J. Napoleonic France and the Revolution**

The Consulate (1799-1804) gave a new constitution to France. Superficially viewed, it met all the popular demands of the time by providing for a legislature and universal suffrage. But, in actuality, it concentrated all powers in the hands of Napoleon, the First Consul. No doubt, as a product of the revolution, he carried its work forward and did away with all the surviving privileges from the French society. Equality before law was heretofore strictly enforced through what came to be called collectively as the 'Code Napoleon'. Order was established with a firm hand, runaway inflation and public debt were brought under control, recruitments and promotions to government offices including in the army were made on the basis of merit, the long pending 1789 tax reforms were implemented, and efficiency became the hallmark of day-to-day administration. On the external front battles were won against Austria and England to defeat the second coalition. However, a combination of Napoleon's personal ambition and continued royalist opposition led him to crown himself as the Emperor of France in 1804. Soon with deft military and diplomatic manoeuvres he could bring the whole of Europe under his control barring England, which defied his aggressive designs including the system of economic blockade better known as the **Continental System**, because of the latter's established naval supremacy in the world. This, along with the rallying cries of nationalism in the countries conquered by the French, ultimately brought his downfall in the Battle of Waterloo in 1815. However, in its far-reaching consequence during the ten years that he strode like a colossus over Europe, much of the ideas and reforms associated with the French Revolution were spread with great determination. And it was only his disinclination to promote its message of liberty in all its sense which did him in. In the long run, it was this ideal that paved the way for the reconstruction of Europe on a new basis. Further ashore, this was also the ideal along with equality and fraternity, which continued to resound and inspire countries across the world.

### ***Activity: Map Reading***

To use the pedagogic tool of 'Map Reading' the teacher can do the following activities.

1. First, use the blackboard to write at random the names of places, such as, Corsica, Paris, Trafalgar, Naples, Sicily, Westphalia, Warsaw, Lisbon, Madrid, Moscow, Leipzig, Elba, Waterloo, St. Helena etc.
2. Ask students to identify these places on a wall map of Europe.
3. Ask students what events associated with the life of Napoleon Bonaparte took place in these places.
4. Ask students to sequentially arrange the events.
5. Finally, ask students to: (a) trace Napoleon Bonaparte's rise to power, (b) write about his military campaigns and their significance, and (c) account for his downfall.

### **Concluding Activity: *Preparation of Timeline***

To finish with the chapter, the teacher can have the students prepare a 'Timeline' of key events associated with the French Revolution from 1789 to 1815 and in that show the roles played by key personalities, ideas and institutions in each event.

### **Questions for Summative Assessment:**

For summative assessment, the teacher will do well to discuss with the students the end-text questions given in the Class IX history textbook, *India and the Contemporary World –I*. Besides that the teacher may also formulate pedagogically innovative exemplar questions such as the ones given below to help assess students' learning outcomes in the summative tests.

1. In what ways was the social system discriminatory in pre-revolutionary France? To what extent was it responsible for spreading discontent among the people? (3+2)
2. State the economic problems which troubled the French kings on the eve of the revolution. Why did their efforts to solve those problems failed? (3+2)
3. Did Louis XVI do the right thing by summoning the Estates' General? (4)
4. How was the National Assembly formed? Did it achieve the objectives for which it was formed? (3+3)
5. Did the National Convention meet people's expectation? If yes, then how and if it did not, then why? (2+3)
6. Was the argument for taking recourse to the Reign of Terror right? (3)

7. Why did the Directory come into being? Did it meet its objectives? (2+2)
8. State the circumstances which helped Napoleon come to power. Will you say that his coming to power was contrary to the spirit of the revolution? (5)
9. Why did the Continental System fail? (3)
10. Why were the European powers opposed to the Napoleonic policies? (3)
11. What in your view were the reasons for the downfall of Napoleon Bonaparte? (3)
12. Make an assessment of Napoleon. Can he be called a 'child of the revolution'? (5)

### **Suggested Readings**

1. Robert R. Palmer, *The Age of the Democratic Revolution: A Political History of Europe and America, 1760-1800* (2 Vols.), Princeton: 1969, USA.
2. Christopher Hibbert, *The Days of the French Revolution*, New York: Morrow, 1980.
3. William Doyle, *The Oxford History of the French Revolution*, Oxford: OUP, 2002.
4. C.J.H. Hayes, *Modern Europe* (Indian Rpt.), Delhi: Surjeet Publications, 2000.

### **Audio-Visual Aids**

1. *The French Revolution: Birth of a New France*, 16 mm film (21 min; colour/b & w), Encyclopaedia Britannica Educational Corporation, Chicago, USA.
2. *The French Revolution: Death of an Old Regime*, 16 mm film (21 min; colour/b & w), Encyclopaedia Britannica Educational Corporation, Chicago, USA.

## **Transacting ‘The Age of Industrialisation’**

### **Overview**

As we have seen in the previous module the French revolution dramatically and quickly altered the political structure of France, and the Napoleonic conquests spread many of the revolutionary principles in an equally rapid and stunning fashion to other parts of the world. During the late eighteenth and early nineteenth centuries, industrialization was transforming the economic and social structure of Europe, although more slowly and less dramatically. Industrialisation is generally associated with factory industry but large scale production for international market was happening in England and Europe even before the start of factories. This was not based on factories. This phase is usually known as 'Proto Industrialisation'. Then major technological changes occurred, factories were set up and new industrial labour class emerged. Like any other development industrialisation too had its own effects on the society, economy and livelihood of people in England. The effects of industrialisation were not restricted to England, they expanded all over the world, for example India.

### **Teaching-Learning Objectives**

While transacting ‘Industrialisation’ teachers will be required to focus on the following:

- To clearly understand what ‘industrialisation’ means and how this development took shape.
- Examine the spread of industrialisation.
- Look into the existence of traditional and small scale industries-what happened to them and - how they contributed to the industrial growth.
- Examine and analyse the different effects of industrialization (social, economic, livelihood) on environment, people, and the world in general.
- Understand the impact/effects of industrialization in a colonial country.

## Key Concepts

### A. Before Industrialisation

Very often we associate industrialisation with the growth of factory industry. When we talk of industrial production we refer to factory production. When we talk of industrial workers we mean factory workers. But even before factories began to emerge in England and Europe, there was large scale industrial production for an international market. This was not based on factories. Many historians now refer to this period of industrialization, as proto- industrialization.

#### *Activity 1: Picture Analysis*

The teacher may collect **visuals/images** from books and the internet which depict life during this period. The visuals may be shown to the students who will be expected to carefully observe them. For example one can use the picture (Fig. A, page no.105) given in the textbook. This activity will help students understand the proto -industrialization phase. Explain to students that this picture represents a phase when each member of the family was involved in the production of yarn. During this period one observes that people worked inside their homes. This was known as the 'domestic system'. While analysing the picture the teacher may draw attention of students on the wheel which is moving only one spindle and can initiate a discussion on the benefits and drawbacks of this mode of production. (*Note: The teacher along with students is expected to explain the content of the image to visually challenged students before initiating discussion.*)



***Fig. A – Spinning in the eighteenth century.***

## ***Activity 2: Role Play***

During the proto- industrialization phase merchants in Europe moved from the towns to the countryside, supplied money to peasants and artisans and persuaded them to produce for an international market. You can organise a role play on the role of merchants in convincing rural society to produce goods for the international market. This activity will encourage students to reflect upon their understanding of the theme. It will also motivate them to use appropriate arguments as defined by their role. This will also encourage them to empathize the position and feelings of the characters they are playing.

The focus of the role play should be on the following: a) Why were merchants coming to the countryside? b) How did they persuade peasants and artisans? C) Why did peasants agree to their demands?

Below are given important steps that a teacher need to follow while conducting this activity. They are:

1. Preparation and explanation of the activity by the teacher- Assign roles of merchants to four students and roles of peasants and artisans (including women) to five students. The rest of the class may act as observers who will discuss the issues after the role play.
2. Student preparation of the activity (researching about the characters and writing of script)
3. The role-playing
4. The discussion or debriefing after the role-play activity.
5. Participation of observers.

**Assessment:** Students will be assessed on their analysis of picture as well as on their participation in the role play activity.

## **B. Coming Up of the Factories**

The earliest factories in England came up by the 1730s. But it was only in the late eighteenth century that the number of factories multiplied. There was boom in the production of cotton in the late nineteenth century and this boom was linked to a number of changes within the process of production. A series of inventions in the eighteenth century increased the efficiency of each step of the production process. Earlier cloth was produced within households. Now it was done in the factories.

### ***Activity 1: Group Work***

The teacher may introduce in the class some **key innovations** (steam engine, flying shuttle, spinning jenny, and the water frame etc.) of the period and emphasise their importance. Divide the students into groups of four and ask each group to research the impact each innovation had on the country and individuals. This activity will enable students to identify major inventions and their impact on England and its people. . It would also facilitate cooperative learning. Students may be encouraged to use library and internet for this. Have each group share their findings on one innovation. Discuss the positive and negative impact of these inventions, how did they change the world in which we live in? Lay emphasis on how these innovations shifted the domestic system?

*(Note: For this activity the teacher can use pictures of inventions and inventors available on [www.history.com](http://www.history.com) )*

### ***Activity 2: Designing an Advertisement***

The teacher may instruct students to design an **advertisement** for an invention from this period in England. The students can work in groups with each student taking the responsibility of a particular task such as writing the script, working on the graphical presentation of the advertisement. The advertisement must include a picture of the invention, the key characteristics of the invention. In addition it should address how it will impact the lives of individuals and the world itself.

This activity will help to develop creative and communication skills among students.

### ***Activity 3: Discussion***

The teacher may initiate a discussion in class on ‘how factories increasingly became an intimate part of the English landscape in the early nineteenth century.’ The following points need to be emphasised during the discussion:

How rapid was the process of industrialisation? What were those sectors which grew rapidly?

What happened to traditional industries? Did new industries replace traditional industries?

What was the pace of change in the traditional industries? Does industrialisation mean only the growth of factory industries?

Discussion as a teaching method will challenge students to think more deeply and to articulate their ideas more clearly. Frequent questions, whether asked by the teacher or by the students, will provide a means of learning and exploring in-depth key concepts of the content.

**Assessment:** Students will be assessed on their participation in groups, class discussion/debate and the advertisement. Their advertisement will be assessed on the content, accuracy, creativity, and persuasiveness. The advertisement should grab the reader's attention and be well organised.

### **C. Availability of Labour and its Effects on the Lives of Workers**

In England there was no shortage of human labour. Poor peasants moved to the cities in large numbers in search of jobs, waiting for work. In many industries the demand for labour was seasonal like gas works, breweries, book binding, printing etc. Industries, where production fluctuated with the season, usually preferred hand labour. There were many products which could be produced only with hand labour. In Victorian Britain, the upper classes preferred things produced by hand. On the other hand the abundance of labour in the market affected the lives of workers-they were paid less and also were unemployed for long periods. Due to the fear of unemployment workers often opposed to the introduction of new technology. The conditions in which they worked were also very bad- poor ventilation, dirty, damp and poorly lighted. These factories were unhealthy and dangerous places in which to work. Normally, workers put in twelve to fourteen hours daily. The factory system changed the manner in which work was performed. Unlike the domestic system the work was away from home. Workers were viewed by their employers merely as “hands.”

#### ***Activity 1: Field Visit***

Organise a field visit to a nearby industrial city/area. The students may be advised to identify major industries in that area and study the effects of industrialisation on that city, life of the people and its surrounding environment. Students may also suggest possible solutions to the problems caused by industrialisation. Effects of industrialisation in the following areas might be researched in groups: population growth; water and air pollution; public housing projects; parks and playgrounds; public transportation; slum clearance; unemployment caused by industrial and technological changes; beautification and preservation projects; and destruction of historic or aesthetic real estate for the purpose of industrial or related use. Have students make presentation on their respective topics.

This activity will help students in examining the positive and negative aspects of industrialisation on a city and its surrounding. This will also help them in relating the content to the developments that are happening in the world today.

### ***Activity 2: Discussion***

Initiate a discussion in class on the impact of industrialisation on women and children. Before initiating the discussion the teacher may display some pictures of women and children engaged in labour. The following points should be the focus of the discussion:

What types of work are women and children engaged in? What were the working conditions in factories? How are these problematic? Is child labour still prevalent today? What kind of labour are they involved in?

The teacher can also have a discussion on ‘Why Britain's upper class preferred and used things produced by hand and exported machine made goods to colonies? Did they do this because of the uniqueness of hand work? Is it an indicator of the attitude of colonisers towards their colonies?’

The teacher can invite students response and at the end sum up the whole thing.

### ***Activity 3: Viewing a Film***

Films are a great way of developing students understanding of events and processes. The film ***Oliver Twist (2005)*** can be shown to supplement the theme related to industrialisation. This movie is an adaptation of Charles Dickens’ novel on the life of an orphan during the Industrial Revolution. This film depicts the harshness of life for many urban children and will help students visualize and understand the environment, and living conditions of the people of the era. Instead of showing the whole film, the teacher could show parts of it and then initiate a discussion on the quality of life for city-dwellers, specifically children, during this period.

- After watching the film, thought provoking questions may be asked to stimulate student interest. Some sample questions are given below:
  - Did you learn anything from this movie? If you did, what was it?
  - What did you like best or least about the movie? Why?
  - Who was your favourite or least favourite character in the movie? Why?
  - Did anything that happened in this movie remind you of something that has occurred in your own life or that you have seen occur to others?
  - What were you thinking as you finished watching the film?
  
- Students can also be asked to prepare short write-ups or they can have oral presentation on some

of these following points: What was the strongest emotion that you felt when watching the film? Which character did you (admire, hate, love, pity) the most? What was it about that character that caused you to have that reaction? What are some of those issues relevant to our time that have been presented in this story? Describe the presentation of one such issue and show how it relates to the times in which we live. Describe one thing that was universal that you learned from the film. Describe one thing that you learned about the culture of the country in which the film was set.

- Some of the other activities that can be planned are:

-Compose poems, songs, or dance relating to an idea in a film;

-Create a painting or a poster, write a review of the movie, possibly for publication in the school magazine. Students should be instructed to make sure that they cite evidence to support their views. (Describe the length of the review)

- Students can research and evaluate the historical accuracy of the film or of a scene in the film and, where inaccuracies are found, students can theorize about the filmmakers' reasons for making the change from the facts.

Film watching and related activities will not only help students in visualising and understanding the environment, and living conditions of the people of the era but will also help them relate the topic with their present day lives and examine it critically.

#### ***Activity 4: Reading and Discussion***

Charles Dickens' novel *Hard Times* is a classic piece of **literature** which teachers can use as a resource in the classroom. Readings may be assigned to individuals, or to small or large groups or even teacher may choose to read aloud to the class. Dickens' writing conveys to the students the real "flavour" of life in England during this period, and his social criticisms that are evident in them aid the students in their understanding of the issues of the times.

Suggested questions for discussion:

Which aspects of English life were being criticized by Dickens in *Hard Times*?

Which characters do you consider to be heroes in the story? Explain.

Which characters struck you as being the villains? Explain.

Does the story have a sad ending, or does it give you hope for better times?

Charles Dickens criticized crime and poverty in many of his writings. What kind of man do you think Dickens was?

### **Activity 5: Source Analysis**

The teacher can show Figs. 3, 7 and 11 from the chapter and then ask students to read source B, page no.111 in the chapter. Students should critically try to find out why workers were opposed to the use of the Spinning Jenny.

The picture given below can also be shown to students and ask them to reflect on- why people are protesting against FDI in retail? Do you find any similarities in this protest and protest of people against introduction of new technology?



*Protest against FDI in retail, The Hindu, 13<sup>th</sup> Oct.2013*

This activity will help students understand that when new technologies are introduced or developments take place, many people get affected and if we want to know about the development we will not only have to look into the benefits of that particular development but also have to keep in to consideration thousands of lives which were affected or going to be affected.

**Assessment**-Students will be assessed on their charts, group participation, discussion and other project works.

## D. Industrialization in the Colonies: Indian Textiles before Industrialization

Before the age of machine industries, silk and cotton goods from India dominated the international market in textiles. India was famous for its fine variety of cotton. This export was happening through land and sea. This vibrant trade came to a halt around 1750s when European companies started gaining power. They first secured a variety of concessions from local courts and then got monopoly rights to trade. With the establishment of political power of European companies old ports started declining and some other centres started flourishing.

### *Activity 1: Map work*

Based on information given in the chapter, the teacher may help students in locating and drawing, on a **map of Asia**, land and sea links of the textile trade from India to Central Asia, West Asia and Southeast Asia and also locate those areas and ports through which this trade was happening.

### *Activity 2: Comparative Chart*

By this time students already have some knowledge about proto- industrialisation in Britain. So they should have an idea of the network of trade and people involved in this trade in Britain during this phase. In order to have an understanding of this network in a colony like India in the pre - machine age students can prepare a **comparative chart** of the two networks focussing on-

-Kinds of people involved in this network of trade.-

-Their main activities.

-Role of women and children in this network of trade.

This activity will enable students to find out the similarities and differences in the two networks.

### *Activity 3: Discussion*

Initiate a discussion on-why old ports of Surat and Hoogly declined and new ports like Bombay and Calcutta grew during this period and how this affected the network of Indian trade. Explain that

with the establishment of political power of East India Company those centres started flourishing from where European companies were operating. This discussion will help students understand the working and interests of foreign trading companies and its effect on the native country.

**Assessment:** Students will be assessed on their maps, participation in groups, class discussion and the chart.

## **E. Condition of Indian Weavers**

The consolidation of power by the East India Company after the 1760s did not actually affect the Indian textile export. British cotton industries had not yet expanded and Indian fine textiles were in great demand in Europe. In India the British were not alone who wanted a share in this trade, there were French, Dutch, Portuguese as well as the local traders with whom they had to compete. After establishing themselves as a political power the British tried to control this trade through various means. First they tried to eliminate the existing traders and brokers and established a direct control over the weavers by appointing *gomasthas*. They gave advances to weavers and thus prevented company weavers from dealing with other buyers. As loans flowed in and the demand for fine textiles expanded, weavers eagerly took the advances, hoping to earn more. Due to this they could not cultivate anything as the entire family had to be engaged with different stages of the process. Many times they were unable to fulfil the demand and had to suffer much in the hands of *gomasthas*. By the beginning of the nineteenth century the development of cotton industries in England added to their problems. Industrial groups in England pressurised the government to impose import duties on cotton textiles coming from other countries and persuaded the East India Company to sell British manufacture in Indian markets. Produced by machines the imported clothes were so cheap that Indian weavers could not compete with them. By the 1860s they faced a new problem. During American civil war Britain imported raw cotton from India and this increased the price of raw cotton. Weavers were starved of supplies and forced to buy raw cotton at exorbitant prices.

### ***Activity 1: Project Work for Students***

The project work should focus on the condition of Indian weavers after establishment of the British as a political power till the time of start of factories in India. In this project work they can ponder about following issues and accordingly prepare their project work-

- How were Indian weavers operating before the British established themselves as a political power?
- What changes occurred after the coming of the British?
- Did these changes improve their condition or worsen their condition?
- Was there any relation between industrial development in England during this time and condition of Indian weavers?
- How did other international developments like American civil war affect their condition?

The teacher can help students in deciding the parts and sub-parts of the project work and encourage them to use library and internet resources to prepare their project. Students can supplement their project with pictures and graphs and this project can be prepared as a write up or as a power point presentation.

The purpose of the project is to not only develop understanding of the condition of weavers during this time but will also help students in synthesizing information, critically analyzing it and presenting it creatively.

### ***Activity 2: Debate***

Organise a debate on either of the topics:

- a) If India had enjoyed protection would its textile industry have started earlier and grown faster? (Lay emphasis on how a colonial power works differently in its own country and colonies).
- b) Industrialisation is a cause of Indian weavers' miserable condition.

Identify 4 students each to speak for and against the topic. The rest of the class can participate as audience who will discuss the issues after the debate. The teacher can act as the moderator. Each speaker will be given 5-6 minutes. Students may be assessed on the arguments that they build in, level of participation in discussion, communication skills, etc.

Debating is a structured contest of argumentation in which two opposing individuals or teams defend and attack a given proposition. The procedure is bound by rules. Debate encourages the students to consider not only the facts of a situation but the implications as well. Participants think critically and strategically about both their own and their opponent's position. Debates require students to engage in research, encourage the development of listening and oratory skills, and create an environment where students must think critically.

**Assessment:** Students will be assessed on their project work, participation in groups, and debate.

## **F. Beginning of Factories in India**

From the late eighteenth century, the British in India began exporting opium to China and took tea from China to England. Many Indians also participated in this trade by providing finances, procuring supplies, and shipping consignments. Some Indian merchants traded with Burma while others had links with the Middle East and East Africa. There were other people who were not directly involved in external trade and operated within India carrying goods from one place to banking money, transferring funds between cities, and financing traders. When opportunities of investment in industries came up, many of these businessmen set up factories. However with the tightening of colonial control over Indian trade Indian merchants were prevented from trading with Europe in manufactured items and were restricted to export only raw materials and food grains only.

By the first decade of the twentieth century the pattern of industrialisation in India changed. On one side was the swadeshi movement which boycotted foreign cloth and on the other side were Indian industrial groups who demanded protection and concession. The First World War provided ample opportunities to Indian industrialists and there was a boom in industrial production. New factories were set up during this period and old ones ran multiple shifts. Local industrialists gradually consolidated their position and substituted foreign manufacturers.

### ***Activity 1: Questioning and Discussion***

The teacher can pose many thought provoking questions and encourage students to have a discussion on the following:

How did early Indian entrepreneurs emerge? What were the items of their trade? Which areas did they trade with? What were their constraints? How was their situation similar or different from their British counterparts? Why was there was a boom in Indian industrial growth during the First World War?

This activity will help students understand the time and situation in which Indian entrepreneurs were working. The teacher can also try to link the content with the present day by asking students to reflect on opportunities available to present day Indian entrepreneurs (male and female) in different fields.

### **Activity 2: Source Analysis**

Ask students to go through this **source** and try to find out about the workers in Indian factories by focussing on following questions-

Where did the workers come from?

What were their conditions?

And how their condition was similar or different from workers in the factories of England?

#### **Source**

*Bhai Bhosle, a trade unionist of Bombay, recollected his childhood in the 1930s and 1940s: 'In those days, the shift was 10 hours – from 5 pm to 3 am – terrible working hours. My father worked for 35 years; he got the asthma like disease and could not work anymore... Then my father went back to village.'*

Meena Menon and Neera Adarkar, One Hundred Years: One Hundred Voices.

**Assessment:** Students will be assessed on their participation in groups, source analysis, and notes.

## **G. What Happened to Small-Scale Industries?**

While factory industries grew rapidly, large industries formed only a small segment of the economy. Small scale production continued to predominate. Handicrafts people adopted some small innovations that helped weavers improve their productivity and compete with the mill sector.

### **Activity 1: Discussion**

Initiate a discussion on issues such as: When factories were producing cheap clothes how could the Indian small scale industry survive? What were the innovations they adopted? What kinds of

clothes were prepared in these small scale industries? Who were the buyers of such items? Were these weavers able to make enough money? How was their life?

This activity will help students understand the various facets of development, that developments take place slowly and many times some things change while some things remain the same and also that traditional things/industries do not remain in isolation or static, these also get changed with time and innovation.

**Assessment:** Students will be assessed on class discussion.

## **H. Marketing Goods**

It is a known fact that when new products are produced people have to be persuaded to buy them. They have to be influenced to use the product. One way in which new consumers are created is through advertisements. From the very beginning of the industrial age, advertisements have played an important part in expanding the market for products and in shaping a new consumer culture.

### ***Activity 1: Oral Presentation***

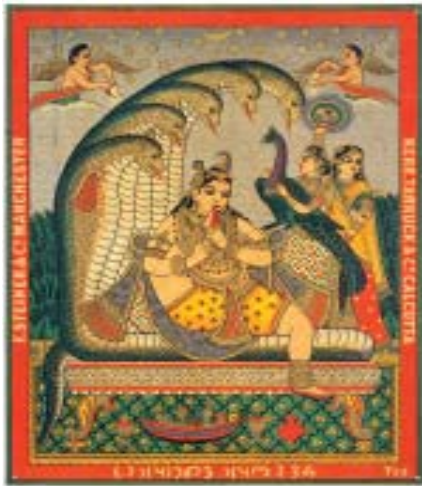
Ask students to imagine themselves as industrialists who have to promote their products to a different locality or country. Some of the important points to be kept in mind are: what will they do to promote their product, what kind of things will they consider while promoting their product?

The students may devise several ways to promote and popularize their product. This will give them some idea of the mind of the colonial manufacturers, their calculations and the way they appealed to the people. Some interesting discussions may also develop around the kind of **advertisements** we have today around us and students can be asked to critically analyse some of these.

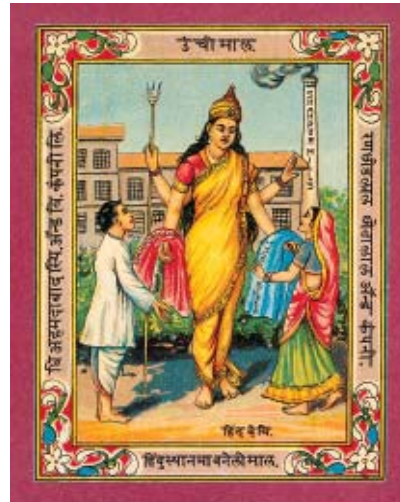
### ***Activity 2: Picture Analysis***

Students can be asked to carefully look at the visuals given below. In these visuals one is of Manchester label and another is of an Indian mill cloth label. Some exemplar questions to pose can be:

What do you see in these pictures? What information do you get from these labels? Why images of gods and goddesses or important figures are shown in these labels? Did British and Indian industrialists use these figures for the same purpose? What are the similarities or differences between these two labels? Students can also be encouraged to collect visuals of some present day labels and share them in the class and have a discussion on them.



*Manchester Label*



*An Indian mill cloth label*

Through this activity students will understand the important role played by advertisements in expanding the market for goods.

### ***Activity 3: An Exemplar Newspaper Project for Students on Industrialisation***

Ask a student to imagine himself/herself as an investigative reporter working for an Indian newspaper that has decided to publish a special edition on Industrialisation. Give this responsibility to this student with three other students to head up this project. It will be up to them to research, write, and design the newspaper. Tell them that they are expected to include in their newspaper *two news stories, two inventions*, at least *two images* and an *editorial*. The *two news stories* should include an event or situation, which will grab the readers' attention. For example, their story may want to look at how industrialization was affecting children, women, or working conditions in general. The stories should at least be about 250 words and use information from a primary source. The information on the *two inventions* should include biographical information, an overview of the major invention and a commentary on the importance of the invention. They can put in as many *images* as they like but there should at least be two. Pictures should relate with their stories. As a group they will write an editorial giving their opinion on whether the “progress” of the industrial revolution has harmed the society in which they live. The editorial should be of 300 words and they must provide a good overview of the Industrialisation, take a position.

**Note:** They should be advised not to simply select resources and summarize them. Their news stories should be an overview of the topic with information drawn from at least 3-5 of the resources. They should try and put it together in a newspaper format. All articles must be checked for spelling and grammar errors. Each article must have an appropriate headline.

**Assessment:** Students will be assessed on their participation in groups, and class discussion. Their newspaper will be assessed on the content, accuracy, creativity, usage of multiple sources, word length and the organisation of ideas. The appearance of the newspaper will also be assessed. The images or graphics should work well together with the text. The newspaper should have an effective title, the stories should be in columns, and it should be well organized.

## **Conclusion**

As we have seen the age of industrialisation meant a period when major technological changes happened, factories were set up and new industrial class emerged but we will also have to take into account that industrialisation does not mean only the growth of factory industry that we generally believe, hand technology and small scale production was also an important part of the industrial landscape. So every sector contributed to the industrial growth.

## **Questions for Summative Assessment**

Besides discussing with the students the end-text questions given in the chapter, *The Age of Industrialisation*, the teacher can also develop some questions to assess students' learning in the summative tests. Below are given some sample questions:

1. What were the advantages and disadvantages for people working in domestic system?
2. What made the factory system possible, and why was it such an important part of the early industrial system? What impact did it have on the lives of workers?
3. Name two inventions that were created during the Industrial Revolution. Describe their impact.
4. How significant were the changes the Industrialisation brought to the world? How enduring were they? Explain your conclusion. Think about economic, social, and political changes.
5. How did Industrialisation spread from Britain to colonies? How did industrialisation in these areas differ from British industrialisation?

## ***Suggested Readings***

1. Eric Hopkins, *Industrialisation and Society: A Social History, 1830-1951*, Routledge,

London, 2000

2. Katrina Honeyman, *Women, Gender and Industrialisation in England, 1700-1870* (British Studies), Palgrave Macmillan, 2000
3. Dietmar Rothermund, *An Economic History of India, From Pre-colonial Times to 1991*, Routledge, 1993
4. Richard Llewellyn, *How Green Was My Valley* (Penguin Modern Classics), Penguin, 2001

### ***Films***

1. *Naya Daur*, directed by B.R.Chopra, (173 mins.) 1957, India
2. *Modern Times*, directed by Charlie Chaplin, (87 mins.) 1936
3. *How Green Was My Valley*, directed by John Ford (118 mins.) 1941, USA
4. *Oliver Twist*, directed by Roman Polanski (130 minutes) 2005, USA

# **GEOGRAPHY**

## Teaching Geography

Geography is a discipline which explains the character of places and the distribution of people, features and events as they occur and develop over the surface of the earth. It is concerned with human-environment interaction in the context of specific places and locations. Since geography draws its content both from natural sciences as well as social sciences, therefore, unlike other social sciences, it does not study only human behavior which is governed by 'reasons', it also studies physical phenomena, which are governed by 'cause & effect'.

At the secondary stage, geography like other components of social sciences has a distinct entity. Yet adequate space has been given to develop multiple perspectives on a few selected themes, so that one also develops a comprehensive view. It is also believed that thematic studies should have a regional base; therefore *Contemporary India* has been taken as the major area of study for secondary stage. While '*Land and the People*' is the theme for Class IX, '*Resources and their Development*' is taken up in Class X. These themes provide full opportunities to students who may not be in a position to pursue higher secondary education or may not opt for geography as an elective subject at the higher secondary stage, to have better understanding of India.

Issues based approaches are also included as sub-themes in the syllabus such as disasters, food security, global warming, conservation, etc. The purpose of including these is concerned with the study of current issues and problems from a geographical point of view. These issues are related to local, regional, national and global levels.

The students, at this stage are prepared to take up a more intensive study for developing a deeper understanding of the socio-economic challenges before the country. Local, regional and national context makes the learning relevant and enjoyable. Issues of gender and marginalised groups have been woven with the content at relevant places in the textbooks. For example while discussing *Forest and Wild Life Resources* in class X, a collage has been used to highlight *livelihood of tribal women by selling minor forest produce, leaf litter collection and using bamboo saplings in a nursery*. The objectives of geography at this stage are that students should be able to understand and appreciate the diversities in land and people of India in relation to their own place in the larger canvas. Students should be able to understand the process of socio-economic changes and development in their own neighbourhood and to relate it with other parts of the country. A lot of changes are taking place in geographical, social and economic structure of the country and in other parts of the world; therefore the geography syllabus at this level enables students to understand the process of these changes and development in India in relation to the world economy.

The land area of a country , its fertile soils, rivers , water bodies , fisheries , vegetations, rocks and minerals ,etc. are generally referred to as natural resources. Natural and human resources form the back bone of the economy of a nation. These are the bases for the economic strength of a country and prosperity of people , therefore one of the main objectives of geography syllabus is to make students understand the need for judicious utilisation of resources as well as to inculcate a critical appreciation for conservation and environmental concerns . Keeping all this in view learners should be able to appreciate the rights of local communities in relation to their environment.

Textbooks in geography based on NCF-2005, encourage students to engage in questioning and enquiry. In- text questions, content enrichment through box information, visual based questions and fun activities like puzzles etc. engage students in several types of activities. These activities are helpful in enhancing their learning capabilities and in generating interest in the subject.

It is essential that students develop the geographical skills of seeking solutions to current and future problems in the organisation of space. Geography at this stage emphasises on acquisition of certain basic skills of map reading, map interpretation, graphicacy and verbal to visual and visual to verbal expression. Several photographs, newspaper clippings and collages have been included in the textbooks to develop the skill of observing and finding out the details reflected through them. Students must be encouraged to relate different features and synthesise physical elements and cultural features depicted on or represented in a given picture. Themes included in the textbook aid the development of personal and social competence of students to appreciate the beauty of the physical world, on the one hand, and of the different living conditions of people on the other. Students become aware of the impact of their own behaviour and to develop an environmental ethic to guide their actions. At school level, geography should be taught in such a manner that students may be prepared as individuals to participate in solving problems of their own communities, their regions, countries and the world at large.

It is also suggested that geography teachers should not use only one particular method of teaching but they should use a variety of methods and understand that when and how particular methods are appropriate for a particular theme. Globe, maps, atlases, photographs, audio-visual materials, website sources e.g. <http://nroer.in> (National Repository of Open Educational Resources of Ministry of Human Resource Development), and educational programmes available on you tube, radio, television programmes by Discovery Channel and National Geographic Channel, should be used while transacting geography in the classroom.

It is well known that teachers are influenced by the context in which they work, the students they work with, and resources available to them. It is stated at several forums at international and

national, that geography must be taught in schools by specialist trained teachers. But due to unavailability of trained graduate teachers in all subject areas or due to some other reasons, in India, geography is being taught by any subject teacher at secondary stage. Therefore, in this training package, selection of the themes for Modules has been done according to the feedback received from social science teachers from across the country. Keeping in view the background of social science teachers, basic concepts have been discussed in the Module which is necessary to understand the concept of *Climate*. These modules in geography have not been developed only for those who are well versed in geography but also for those who are from other social science/subject background and are given the responsibility to teach geography at secondary level.

Hence, comments and suggestions from teachers on modules would be most welcome for further revision and refinement.

## Transacting 'Climate'

Geography is component of social sciences at the secondary stage and generally taught by teachers who have not studied geography at the graduation level. It is also found that most of the social science teachers take only secondary classes. Basic concepts of Geography have been dealt with in the geography curriculum at upper primary stage. These concepts are necessary to understand the geography of India. Therefore some concepts have been explained in the module to help teachers for effective transaction of the theme Climate.

Climate constitutes one of the most fundamental components of the natural environment. It represents the living atmosphere which along with hydrosphere, lithosphere and biosphere constitutes the natural environment. Geography is the study of human- environment interaction on the earth. Impact of climate can be seen on natural environment as well as human made environment e.g .vegetation, water, land, soil etc. and agriculture, dress, settlements, etc. respectively. Therefore, to study the geography of any region whether physical geography such as geomorphology or climatology and human geography like political geography, historical geography, cultural geography, there is need to understand the climate of that particular area. The climate of India is described as **Monsoon** type. This type of climate is found in east and south -East Asia. The study of the genetic processes and the distributional patterns of atmospheric conditions immediately surrounding the earth surface is known as *climatology*. Climatology includes the study of both climate and weather of a place, a region or the entire earth.

### Teaching-Learning Objectives:

While transacting 'Climate' teachers will be required to focus on the following:

- Identify various factors influencing the climate.
- Explain the Indian Monsoon.
- Explain impact of climate on the life of the people.
- Elucidate the importance and unifying role of monsoons.

## Expectations from Teachers:

- Make students understand the meaning of climate, difference between climate & weather and components of climate.
- Able to explain concepts and technical terms such as *Atmospheric pressure, Planetary Winds- Trade Winds and Westerlies, Relative humidity, Coriolis force, Jet Stream, El Nino, ENSO, ITCZ, Breaks, Bursts and Pulsatory movements of monsoon, Tropical Cyclones, Western Disturbances, Global Warming, etc.* For better understanding of the mechanism of monsoon.
- Able to use visuals during teaching –learning process.
- Make students understand the importance of climate for socio-economic development of any country/region of the world
- Able to integrate CCE with the teaching-learning of climate

## Key Concepts

### A. Factors Influencing the Climate

At the upper primary stage students have already studied that day and night are related to the rotation of the earth; winter and summer are related to its revolution around the sun. The fact that the earth's spins around a tilted axis as it circles the sun has a fundamental effect on our climate.

Before starting the topic, to assess students' level of understanding, they may be asked:

**Questions for Formative Assessment** – Teacher may ask the following questions in the classroom before beginning transaction of the theme 'Climate', to understand the prior knowledge of the students:

- *What do you understand about season?*
- *Whether seasons are related to weather or climate?*
- *If the axis were tilted still further from the orbital plane e.g. 37 degree:*
- *What effect would this have on the earth's climate?*
- *Where would the tropics of Cancer and Capricorn and the two pole circles be?*
- *What changes would you expect in the climate of your own country?*

**For the teacher:** If students understand the movements of the earth (rotation and revolution), importance of tilted axis at  $23.5^{\circ}$  from the perpendicular at the plane of orbit, seasons in different parts of the world, location of India on the globe with respect to equator, Tropic of Cancer, and Tropic of Capricorn, then only the teacher may proceed further.

Spatially, climate may refer to the entire earth or part of it. Climate is an aggregate of the changing daily weather conditions. Climate does not refer to a day's or a week's weather conditions. It refers

to longer period of time. Mostly, climate deals with the characteristics and distribution of not only the individual weather elements, but also with their combinations. These combinations existing over longer periods of time produce the characteristics of climates. In these combinations individual events which had occurred only on a few occasions are also taken into account, for example, occurrences of heavy rainfall and devastating cyclones. Whereas weather is the sum total of atmospheric conditions existing at any place at a particular instant of time.

The basic difference between weather and climate is that the former refers to a short and later to a much longer period. Usually, climate is measured for a specific area or region based on weather patterns over a 30-35 years time period. Climate can be identified by combining the several climatic elements, particularly temperature and precipitation. Spatially, climate may refer to entire earth or part of it

The elements which influence the making of climate are *temperature, precipitation, humidity, air pressure and winds*. Since meaning of climate, weather and components of climate are given in detail in the textbook therefore after explaining these topics students must be given some exercises in the classroom which may be based on general observation.

#### ***Activity: Discussion/Group Work***

Teacher may initiate a discussion in the classroom on natural and human made characteristics of any places which are directly impacted by climate. For example, vegetation, house types, food and dress etc.

*Discuss the climatic condition/seasons of Kerala and Arunachal Pradesh. What are the components of climate that affect the climatic condition of these two states/areas?*

*Objective of the activity:* These two distinct places are located on different latitudes. Physical map of India (Wall Map) should displayed be in the classroom. Physical features e.g. topography and cultural features like house types, food, dress of these places may be emphasised by the students during discussion. Teacher will assess the following: Whether students have an understanding of location of Arunachal Pradesh and Kerala on the map of India and whether students are able to relate factors like latitude, topography and altitude which influence the climate of any place and also their impact on cultural features of the place.

**Evaluation of students in group activity:** Students must be given opportunities to collect all the above mentioned information from books, magazines, newspapers, and websites along with visuals. In large class -size, students may be divided into groups to collect information. Their performance

may be evaluated on the basis of their presentation, standard of collected materials, originality in presentation/discussion, collaboration with other members of the group, mutual respect, receptivity of the views expressed by other groups, peer learning and their contribution in creating joyful environment in the classroom.

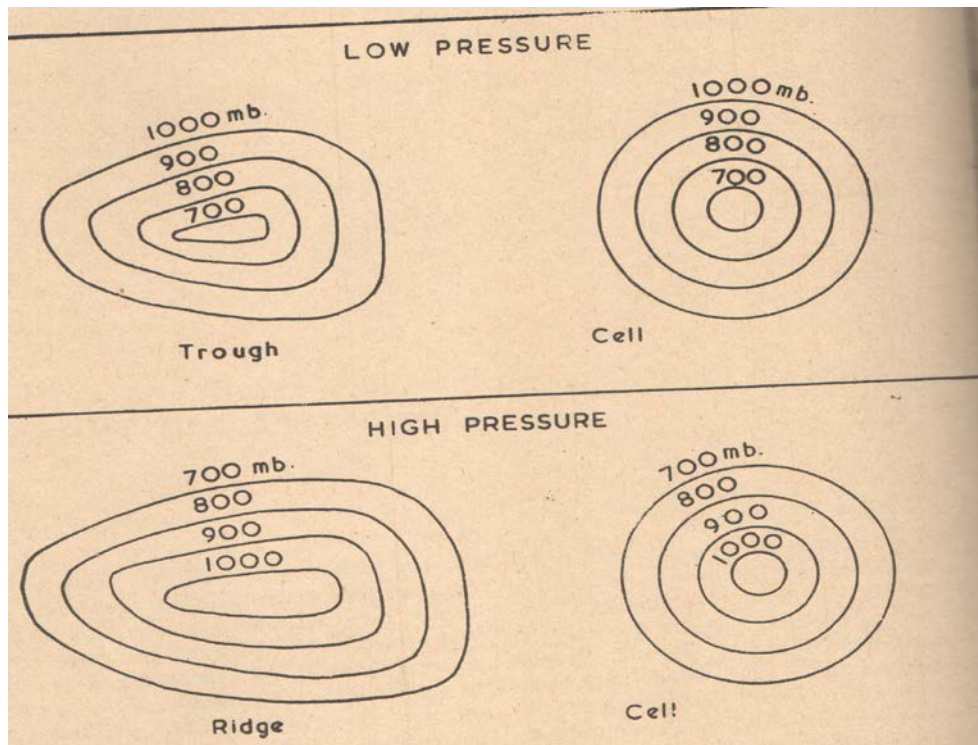
Since climate will be the second or third chapter of the textbook, by this time students will have better understanding of location of India and its physiography, therefore while teaching-learning of climate, teachers are expected to relate location of India i.e. latitude, longitude, physical features, drainage and nearness to sea, with climate since these are important components which effect climate of India .

Geography is component of social sciences at secondary stage and generally taught by teachers who have not studied geography at the graduation level. It is also found that most of the social science teachers take only secondary classes. Basic concepts of Geography have been dealt in the geography curriculum at upper primary stages which are necessary to understand geography of India. During review workshop, practicing teachers have requested that some concepts should have been explained in the module to help teachers for effective transaction of this topic *Climate* in the classroom.

## **B. Indian Monsoon**

Teacher must be familiar with the following terms before initiating this topic in the classroom:

- **Atmospheric pressure:** The atmospheric pressure and winds are significant more as climatic controls and less as climatic elements. Contrasts in temperature cause changes in pressure which generate winds. Winds cause precipitation and affect both temperature and humidity.
- **High pressure and Low pressure:** There are two types of pressure systems: High pressure and Low pressure. More commonly, high pressure is also known as an *anticyclone* and a *high*. When it has an elongated oval shape it termed *ridge* or *wedge*. Low pressure is also termed a depression, cyclone or a low. When elongated, it is known as *trough*.



**Fig. 1- Low Pressure and High Pressure**

- **Pressure Belts** - On the earth's surface there are in all seven pressure belts. The polar highs, the sub tropical highs and the sub polar lows from matching pairs in the Northern and Southern Hemispheres. The three belts of the Northern Hemisphere are separated from those of the Southern Hemisphere by the equatorial belt.

***How are winds generated?***

*The main result of the horizontal differences in pressure is the generation of the winds. The horizontal differences in the air density lead to the horizontal differences in the air pressure. This generates the winds. The winds blow from the high pressure to the low pressure areas.*

- **Ferrell's Law-** According to this law, the winds turn toward their right in the Northern Hemisphere and to their left in the Southern Hemisphere. The winds are deflected from their *true gradient course* as a result of the *Coriolis force* which is generated by the rotation of the earth.
- **Coriolis Force-** The Coriolis force produced by the rotation of the earth has its effect on every moving object, whether it is an ocean current or a bullet fired from the gun. It is an effect which results from the rotational movement of the earth and movement of air relative to the earth. The Coriolis force is zero at the equator and maximum at the poles. In the northern hemisphere the Coriolis force acts to the right of the direction of wind and in southern hemisphere it acts to the left. That is why all winds in the northern hemisphere tend to move toward the right and those of the southern hemisphere to the left with respect to the rotating earth. This accounts for the

fact that in the northern hemisphere winds blow counter clock-wise around the centres of low pressure , but clock-wise in the southern hemisphere.

- **Pressure Gradient:** The rate at which the horizontal pressure changes are indicated by the pressure gradient. The rate of air-flow or the velocity of the wind is indicated by the steepness of the pressure gradient. Steepness and the velocity are directly proportional to each other.

**Activity: Write a Paragraph**

**The teacher may ask students to reflect on these things and write a paragraph in their note books in the classroom with in ten minutes. .**

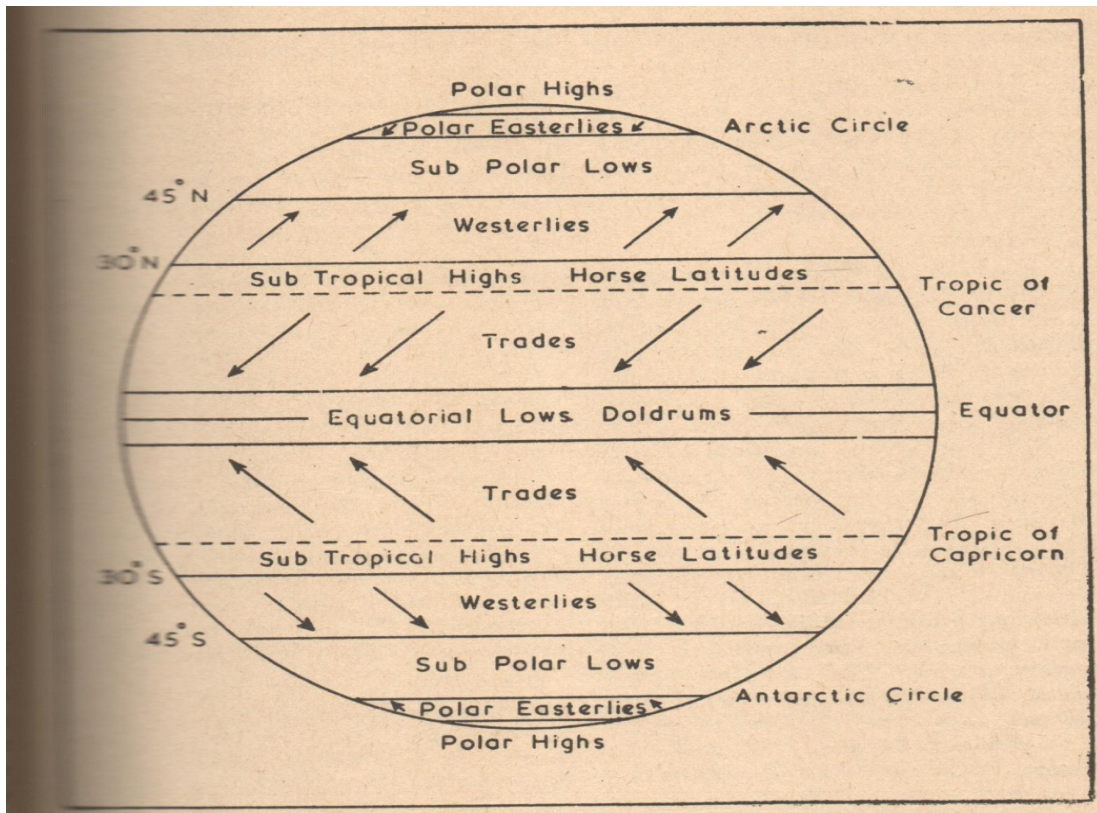
Why do storms occur?

Why does velocity of wind varies?

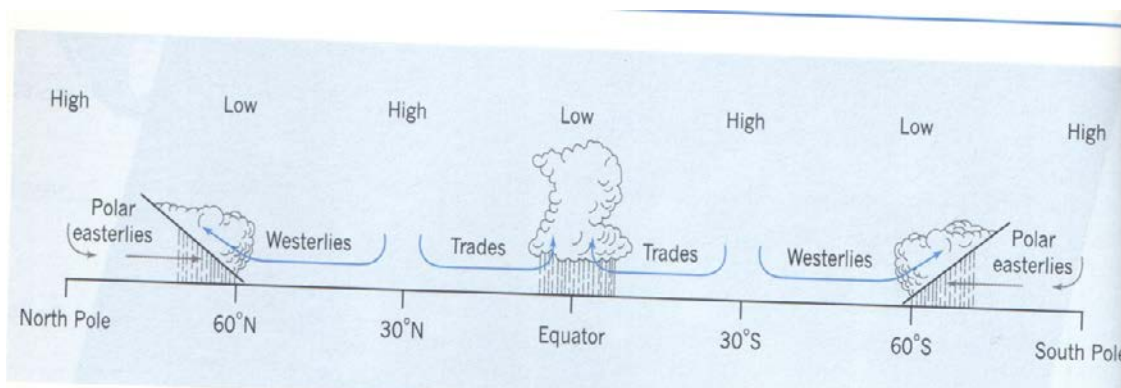
If snow fall occurs in mountains, wind velocity will be high in the nearby plains. Why?

**Objective of the activity:** Difference of atmospheric pressure at places is responsible for the movement of the winds, wind direction and velocity of the winds. Teacher will assess whether students are able to express pressure gradient and relate it with altitude and latitude.

- **Planetary Winds** -The planetary winds are permanent winds which blow throughout the year from low latitude to the other in response to the latitudinal differences in air pressure. They blow over the vast areas of the continents and oceans. The two most significant winds for climate and human activities are the *trade winds and the westerly winds*.
- **Trade Winds** - The trades are also termed tropical easterlies because in both hemispheres they blow from the east to the west from 30 degree North and 30 degree South toward the equator. (*For details please see Fundamentals of Physical Geography –Class XI, NCERT*)
- **Westerlies** - The westerlies blow from 35-40 degree to 60-65 degree North and South latitude. They originate in the northern parts of sub-tropical high-pressure cells and blow toward the poles.



**Fig- 2. Pressure belts and planetary winds**

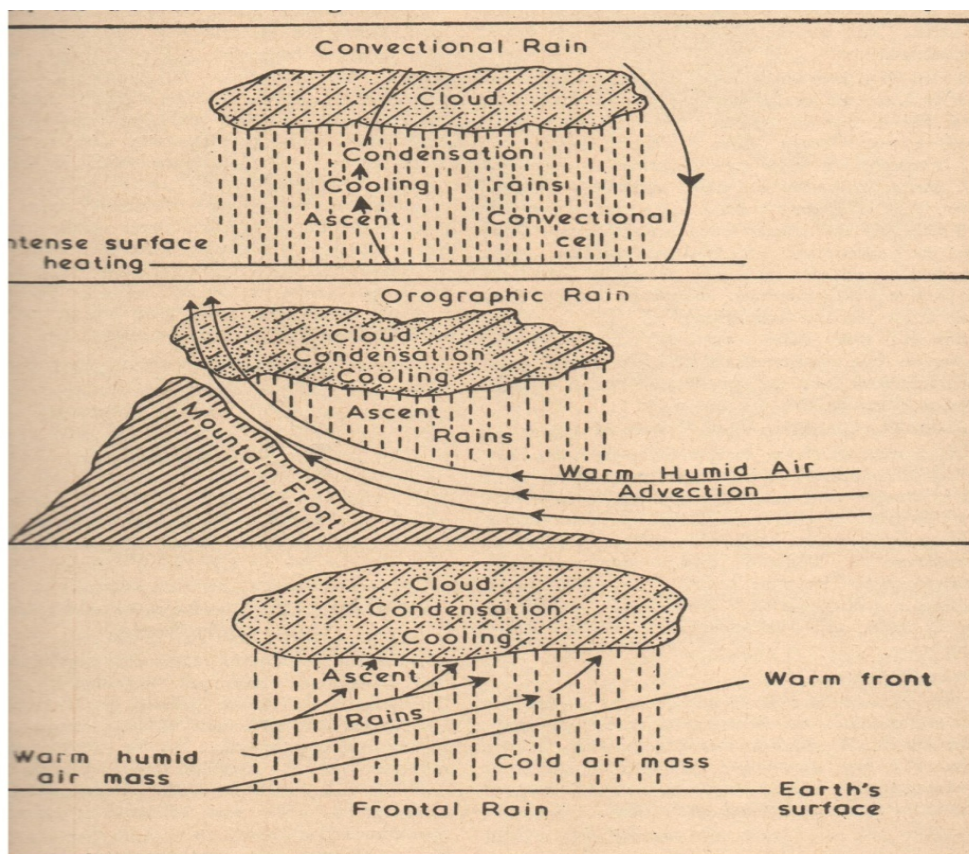


**Fig. 3. A simplified cross section of the Earth's atmosphere shows the general pattern of circulation**

- **Humidity** – A state of the atmosphere in relation to its water-vapour content, and normally referring to *relative humidity* unless otherwise stated.
- **Relative Humidity**: An index of the amount of water vapour present in the atmosphere. It is the actual vapour pressure expressed as a percentage of the saturated vapour pressure which would be possible at the same air temperature. Relative humidity is an attempt to measure the readiness with which vapour will condense from the air, and is concerned with two variables: the actual water vapour in a given mass of atmosphere and the temperature of that mass of air, since this determines the capacity of the air to hold the water vapour. The value of relative

humidity varies inversely with temperature and therefore usually rises during the nights, because temperature falls, even though the amount of water vapour may remain constant. It is measured by a Hygrometer.

- **Types of Rainfall- Convective, Orographic and Cyclonic/Frontal, and Windward and leeward slopes.** (Geography textbooks for classes VII and XI may be seen for details.)



*Fig.4. Types of rainfall- Convective, Orographic and Cyclonic/Frontal*

- **El Nino** - El Nino is a warm ocean current, which occasionally replaces the normal cold Peru current that moves north along the western coast of South America . The surge of warm ocean waters recurs every three to five years and lasts from six to eighteen months. (Between El Nino there are often periods of cooling surface waters in the same area called La Nina).
- **ENSO** - El Nino event is closely associated with the pressure changes in the Central Pacific and Australia. This change in pressure condition over pacific is known as the southern oscillation. The combined phenomenon of southern oscillation and El Nino is known as ENSO (El Nino Southern Oscillation).

## ***Instruction for Teachers***

Check from newspaper, television or internet sites whether any major atmospheric event is occurring in any part of India or the world at the time you teach this chapter.

- **ITCZ** - The Inter Tropical Convergence Zone (ITCZ) is low pressure zone located at the equator where trade winds converge, and so, it is a zone where air tends to ascend. In July ITCZ is located around 20 degree north – 25 degree north latitudes (over the Gangetic plains), sometimes called the monsoon trough. This monsoon trough encourages the development of thermal low over north and North West India. Due to the shift of ITCZ the trade winds of the southern hemisphere cross the equator between 40 degree and 60 degree E longitudes and start blowing from southern to northern due to the Coriolis force. It becomes southwest monsoon. In winter, the ITCZ moves southward and so the reversal of winds from northeast to south and southwest takes place. They are called northeast monsoons.
- **Breaks, Bursts and Pulsatory Movements-** The south west monsoon is also characterised by breaks, bursts and pulsatory movements. *Breaks* are the spells of one or more weeks during the height of monsoon in eastern part of India. The *Bursts* is the sudden starting of the monsoon activity with its heavy cloud and rainfall. When the westerly jet stream shifts from the south of Himalayas to its north, the monsoon suddenly enters the Indo-Gangetic Plains. *Pulsatory movements* refer to alternate increase and decrease in the intensity of the monsoon winds with that of the rainfall that occurs.
- **Western Disturbance and Tropical Cyclone-** The western disturbances which enter the Indian subcontinent from the west and northwest during the winter months, originate over the Mediterranean Sea and brought into India by the western jet stream. An increase in prevailing night temperature generally indicates an advance in the arrival of these cyclonic disturbances.
- Tropical cyclones originate over the Bay of Bengal and the Indian Ocean. These tropical cyclones have very high wind velocity and heavy rainfall and hit the Tamil Nadu, Andhra Pradesh and Odisha coast. Most of these cyclones are very destructive due to high wind velocity and torrential rain that accompanies it.

**Activity: Map Work and Discussion**

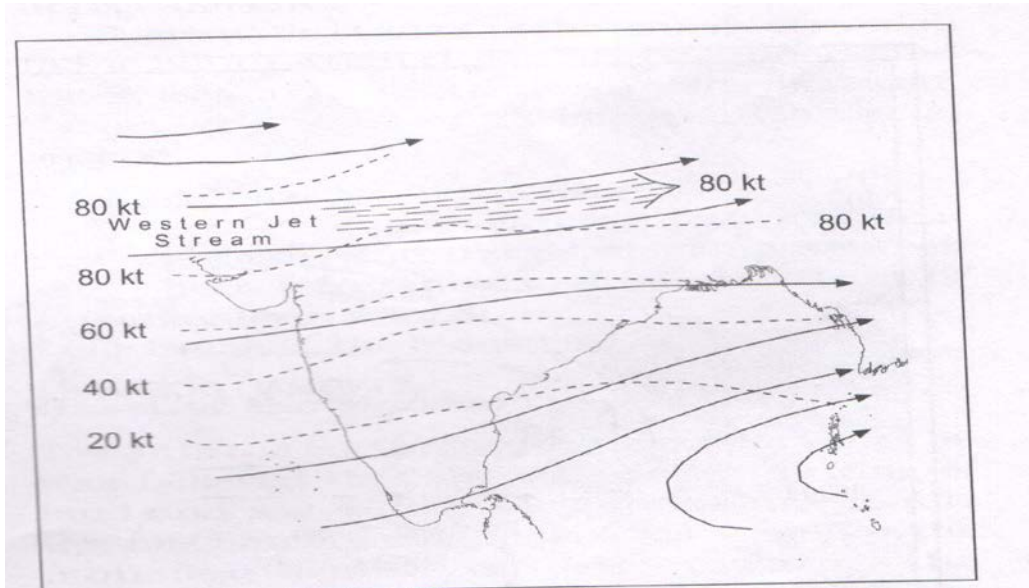
The teacher may instruct students to do this activity on the map of India. Before proceeding with map work the teacher may ask students if they have seen direction of movement of any cyclones in newspapers or television.

On a map of India students will require to show track of Tropical cyclone. They could also collect information and discuss its impact on marginalised sections of the society and on natural environment. Recently the cyclone Phailin which hit the Odisha coast wreaked havoc on the people particularly the fishing community. The teacher could guide the discussions on the impact of cyclones on the livelihood of people, particularly women; disaster preparedness of coastal areas, nature of aid provided to such areas, impact of cyclonic storms on environment, etc

**Objective of the activity:** Teacher may assess level of awareness of students through reading news papers and listening to radio/TV/news and whether students are able to convert verbal to visual information through map. Students may be sensitised towards natural environment and society/marginalised groups

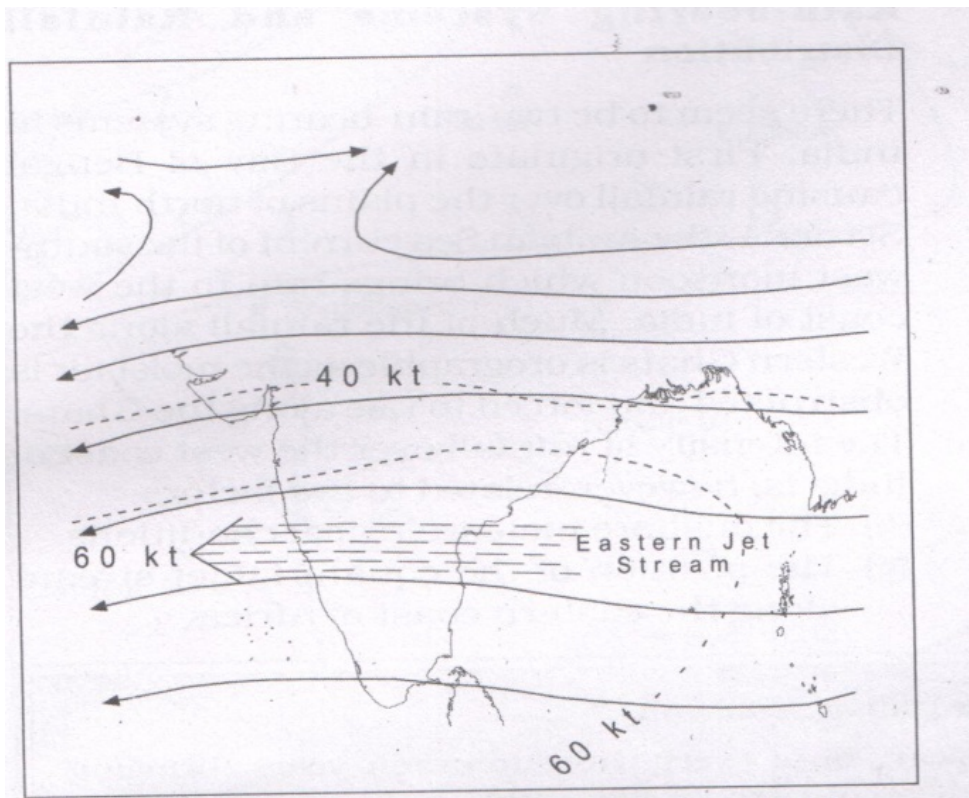
- **Jet Stream:** *Interesting fact may be discussed related to jet stream:* It was toward the end of World War II that the existence of Jet Stream *in* upper troposphere was made known to the meteorologists. The sequence of events leading to the knowledge of jet stream is quite interesting. When during the last phase of Second World War, the American bomber pilots tried to fly towards Japan at an altitude of about 13,000 metres, they encountered strong head winds which greatly reduced their ground speed (sometimes to zero). But while returning to their bases in the east, they found that the speed became much faster and at times it even doubled because of a high velocity tail wind. Thus the pilots returning home from high-level missions brought back unique experiences of upper level winds blowing with terrific speed. Ultimately the formal discovery of so called *jet stream* was made\

**Jet stream and upper air circulation during winter season**

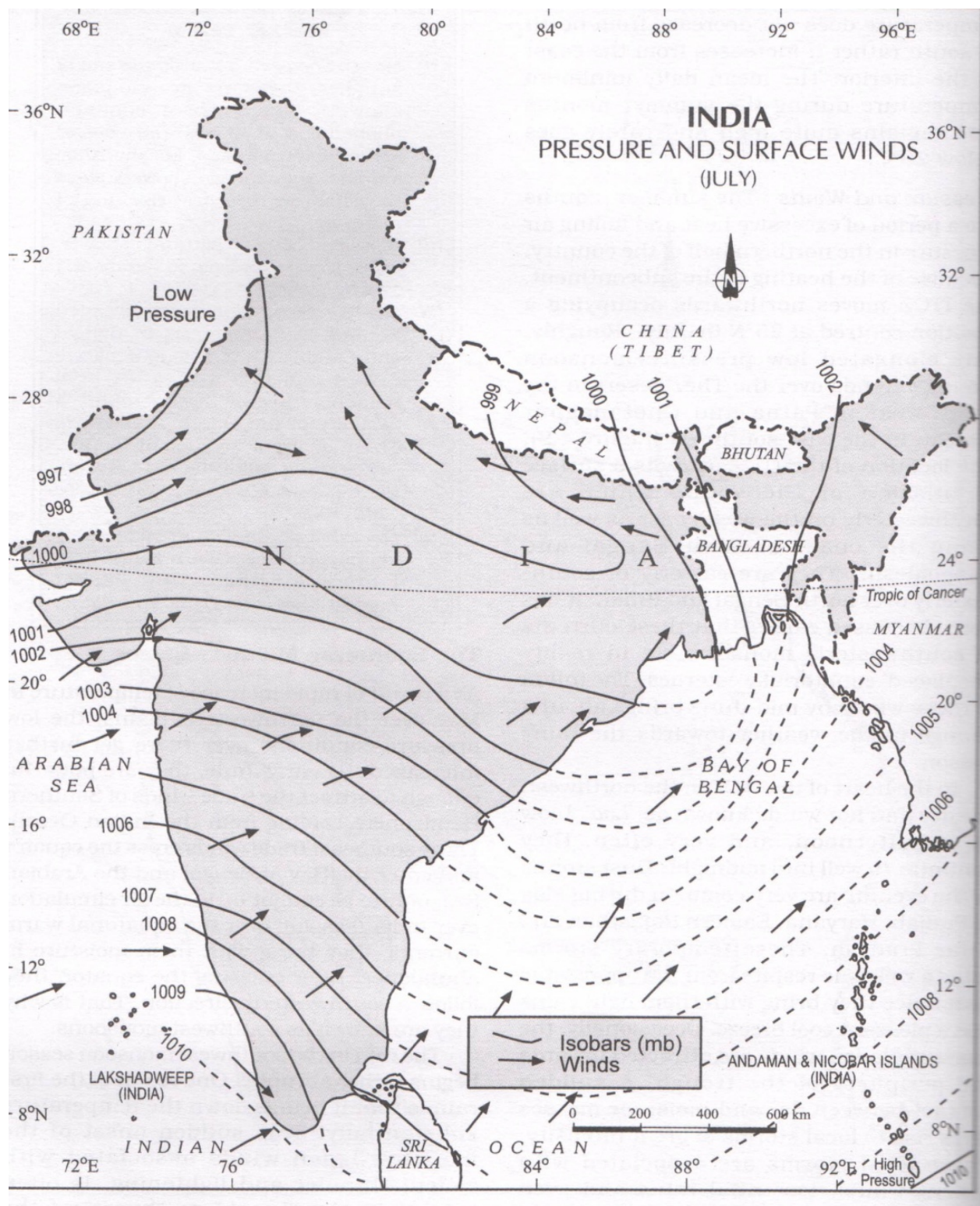


**Fig.5. the direction of winds at 9-13 km altitude in winter season and western jet stream**

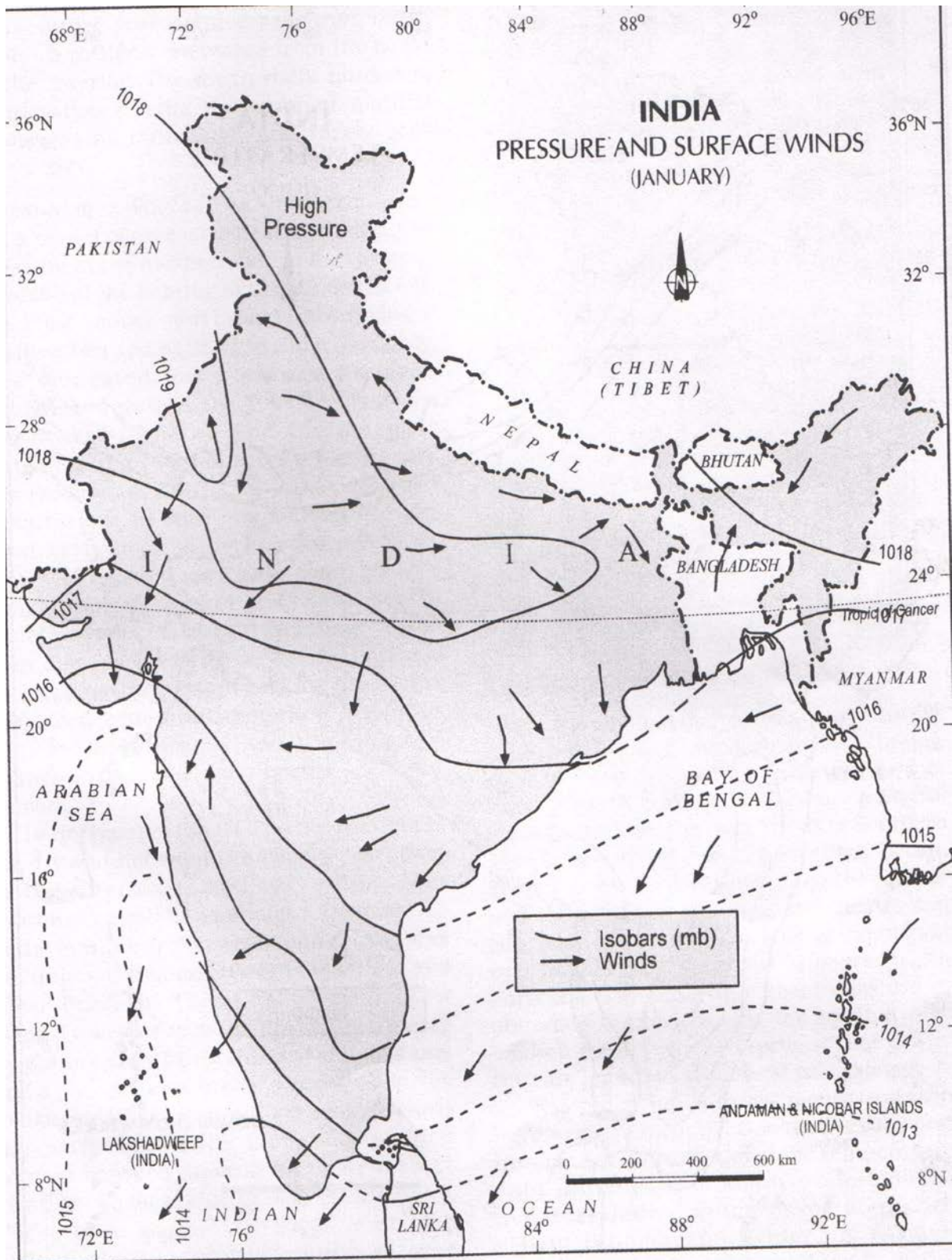
**Jet stream and upper air circulation during summer season**



**Fig. 6. The direction of winds at 13 km altitude in summer season and eastern jet stream**



**Fig.7. Atmospheric pressure and surface winds in July**



## **Fig. 8. Atmospheric pressure and surface winds in January**

### ***Activity: Map Reading***

Students may be asked to observe the above maps(Figs.5,6,7,8) and find out location of jet stream and its direction of flow, reasons of change in wind direction in January and July and locate high pressure and low pressure areas by identifying states/places.

*Objective of the activity:* Students must notice all features of the map while observing any phenomena e.g. location of places, latitudes, direction of winds, isobars, wind velocity expressed in knots etc.

The onset of monsoon is generally considered a highly complex phenomenon and there is no single theory which can explain it fully. It is still believed that the differentiated heating of land and sea during the summer months is the mechanism which sets the stage for the monsoon winds to drift towards the sub-continent. Teacher must be aware of the terms and concepts related to ITCZ, Jet Stream, Pressure belts, Planetary winds Differential heating, Isobar, Isotherms, Isohytes Types of rainfall, windward and leeward slopes, Adiabatic lapse rate, etc., before transacting *Mechanism of Monsoon* in the classroom.

### ***Activities: Temperature Recording, Collecting Information and Drawing Distinction***

- Students may be asked to record the maximum and minimum temperature and rainfall of their own city from the daily newspapers for a week.
- Collect information: Students may be asked to collect information on climate variations in different parts of India and also discover the reasons for such variance.
- Distinguish between 'break' and 'burst' of monsoon.

### **Map based Questions**

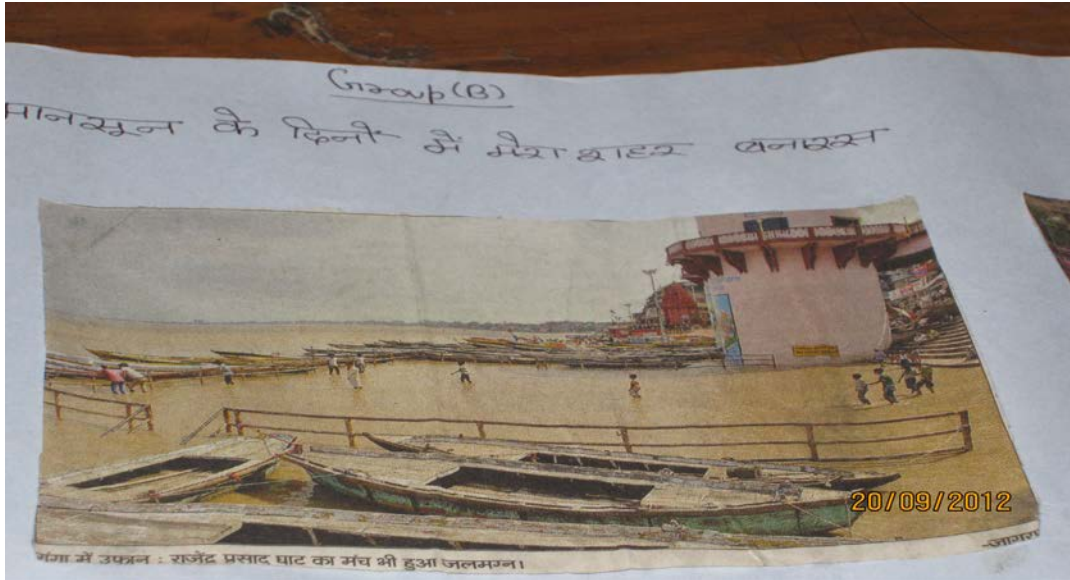
On the outline map of India ask students to do the following:

1. With the help of arrows show the direction of monsoon winds in June- July.
2. Places situated on wind ward slope and leeward slope respectively. .
3. Show regions receiving winter rainfall due to North east monsoon

## Impact of Climate on the Life of the People

### Activity / Project for students

1. Make a collage to depict how monsoon affects human life. Students may be asked to collect newspaper clippings for the month of June to September during Monsoon.



## Activity for teachers



### Fi.9. Impact of Monsoon on human life

*Hints:* Collage may be developed from the perspectives of Agriculture, Transportation, School going children, Women, Vendors, Rickshaw pullers, Raincoats/Umbrella / Tarpaulin sellers, Patients, Old persons, Physically challenged etc.

Students may be asked to collect temperature; readings, relative humidity, sun rise and sun set time of their respective city/town from daily newspaper for a period of one month. Similar kind of data may be collected from the newspapers of a Metropolitan city. (If the student lives in Northern part of India then he/she could collect data of city located in Southern India and vice-versa) They can then draw a comparison of the average weather conditions of these two places and make a report.

## *Fun Activity for Students*

### **Making a Rain gauge**



Students may be encouraged to make a rain gauge which is used to measure rains.

#### *Materials required:*

- An empty bottle
- Scissors
- Sticky tape
- Ruler
- Paper
- Pencil

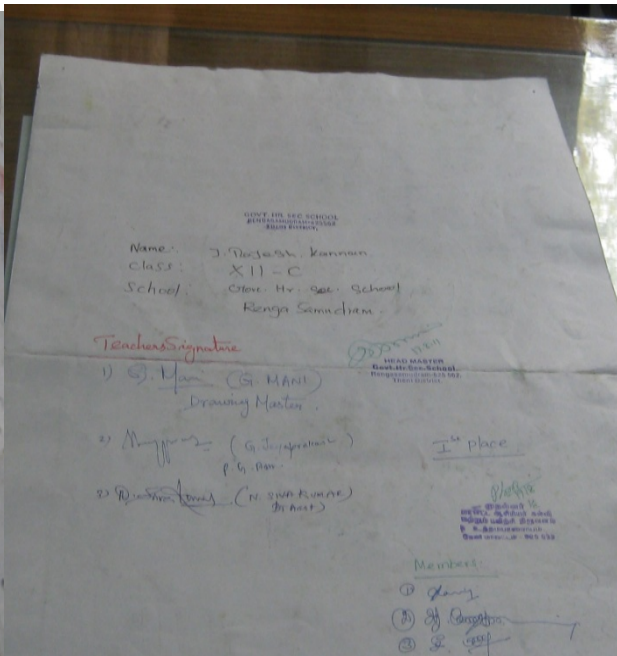
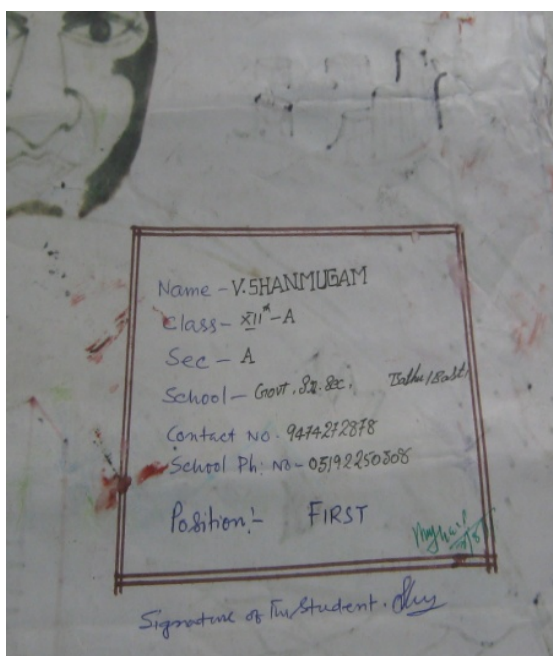
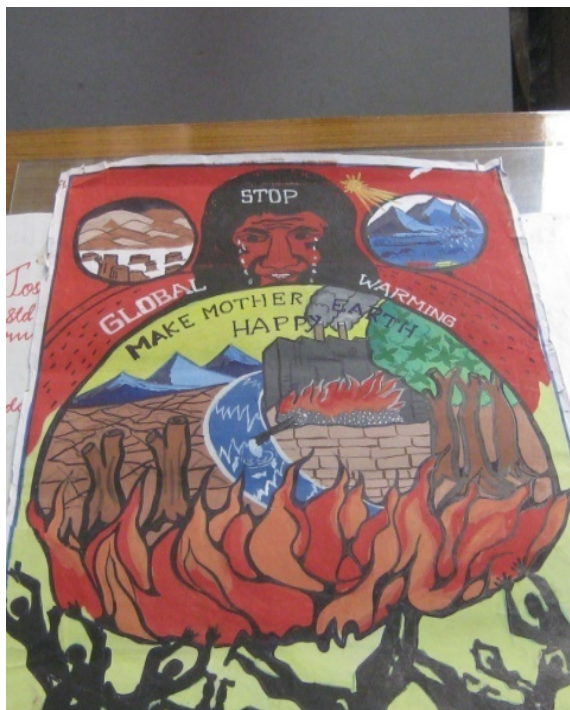
#### Method:

1. Cut around the plastic bottle about two thirds of the way up.
2. Turn the top part of the bottle upside down and place it inside the bottom part - fix it in place using the tape.
3. Make a scale in centimeters on a piece of tape, using a ruler, and fix it to the side of your bottle.
4. Find a place outside to put your rain gauge. It must be open and away from trees.
5. Dig a hole and bury your rain gauge so that the top is sticking out about 5 cm out of the ground. This will stop the rain gauge from blowing down on windy days.
6. Check the rain gauge every day during monsoon season at the same time, measure the amount of rain collected, and empty the bottle.

*(Adapted from [www.metoffice.gov.uk](http://www.metoffice.gov.uk))*

### *Activity on Global Warming: Preparing Posters*

Students may be asked to prepare posters on *Global warming*. A National Poster Competition in Population Education was organised on September 01, 2011 at NCERT, the following posters prepared by students for that are given for hints.



**Fig.10. Global Warming**

#### **D. Unifying Role of Monsoon**

In spite of the differences in the natural environment of the various regions of the country, the monsoonal rhythm of the seasons provides strong elements of uniformity. The alteration of the dry and the wet seasons and the concentration of the life giving rains to a few months in the year is, by and large, an all India phenomenon; even though the magnitude of the dryness of the dry season and the wetness of the wet season varies greatly from one part of the country to the other. The music and fragrance produced by rain-drops falling on the parched land, thirsty earth generates intense emotional responses in the Indian people almost everywhere- from the arid *Thar* to the Humid North-East. The *Kajari* of Bhojpur and the *Malhar* of Braj have their counterparts in almost all parts of India. The rainfed, subsistence agriculture and the village community based on it was, in more sense than one, a gift of monsoons. The all pervasiveness of the monsoons- in spite of the many regional variations – has provided the natural base for a certain degree of uniformity in human nature interaction throughout the length and breadth of the country; the unity of India is strongly rooted in this commonness.

#### ***Activity for Teachers***

***Prepare any activity for students based on the Unifying Role of Monsoon in the given box.***

### ***Suggested Readings:***

1. “The Earth Our Environment” Geography textbook for Class VI, NCERT- 2006
2. “Our Environment”, Geography textbook for Class VII, NCERT-2007
3. “Resources and Development” Geography textbook for Class VIII, NCERT -,2008
4. Fundamentals of Physical Geography for Class XI, NCERT , 2006
5. India: Physical Environment , Geography textbook for Class XI, NCERT,2006
6. Chapter on “Water Resources” Contemporary India – II, Geography textbook for Class X , NCERT, 2007
7. Haggett ,Peter, Geography A Global Synthesis , (2000), Prentice Hall
8. Lal , D.S. Climatology , Chaitanya Publishing House, Allahabad
9. Kendrew, K.G., Climates of the Continents , (Fifth Edition 1961), Oxford University Press, London
10. Website [www.imd.gov.in](http://www.imd.gov.in)

# Transacting ‘Resources’

## Overview

“Resources are not, they become; they are not static but expand and contract in response to human wants and actions.” (Zimmerman, Peach and Constantine)

All the things which are available in the environment and which are used by human beings to satisfy their needs are considered as resource. Resources are not the fixed things. What human beings have considered a resource has varied with time. Some of the things which we consider as resource like land, water, sunlight, wind were present on earth even before the existence of human beings but these turned into a resource only when humans found them useful for different uses like land for agricultural purpose, water, sunlight, wind for generating energy etc. Human beings are also considered as an important resource. It is their thinking and inventions which leads to the creation of resources. Resources form the backbone of the economy of a country.

### Teaching-Learning objectives

While transacting Resources teachers will be required to focus on the following:

- Understand the meaning of resources.
- Identify the different types of resources-difference between renewable and non-renewable resources.
- Create awareness on judicious utilisation and conservation of resources
- Interpreting of diagrams and maps

## Key Concepts

### A. Meaning of Resources

Teachers can elucidate that what is considered a resource by us varies over time and space. Something is considered a resource because human societies attach value to it. Hence, resources can be defined as any material which can be transformed in a way that it becomes more valuable and useful for human beings. Land, water, soil, flora, fauna, minerals like coal and petroleum, sunlight, wind are considered resources. All these things were present on earth even before the evolution of humans. But these turned into a resource only when humans found them useful. The utilisation of these materials became possible over time with the availability of appropriate technology.

### ***Activity: Discussion***

Teacher can have a discussion in classroom on the following: Substances which we value today as 'resource' but held no value in the past and may hold less/reduced value in the future (Hint: Petroleum). How human wants and actions make any substance a resource?

Teacher can divide the class into small groups. Within their small groups students can discuss and prepare points for further discussion with whole class. Students may prepare a list of such resources and their uses and further discussion will give clarity to the students about what human beings consider resource varies through time and space. For example petroleum was not an important source of energy until relatively recently in human history. Similarly, wind or solar energy may be the most important resource in the coming time.

**Assessment:** On the basis of points raised by students teacher will be able to assess their ability to comprehend, logical thinking and ability to express their understanding about the resources. Teacher will also be able to see their ability to communicate their points effectively during the discussion.

### **B. Classification of Resources**

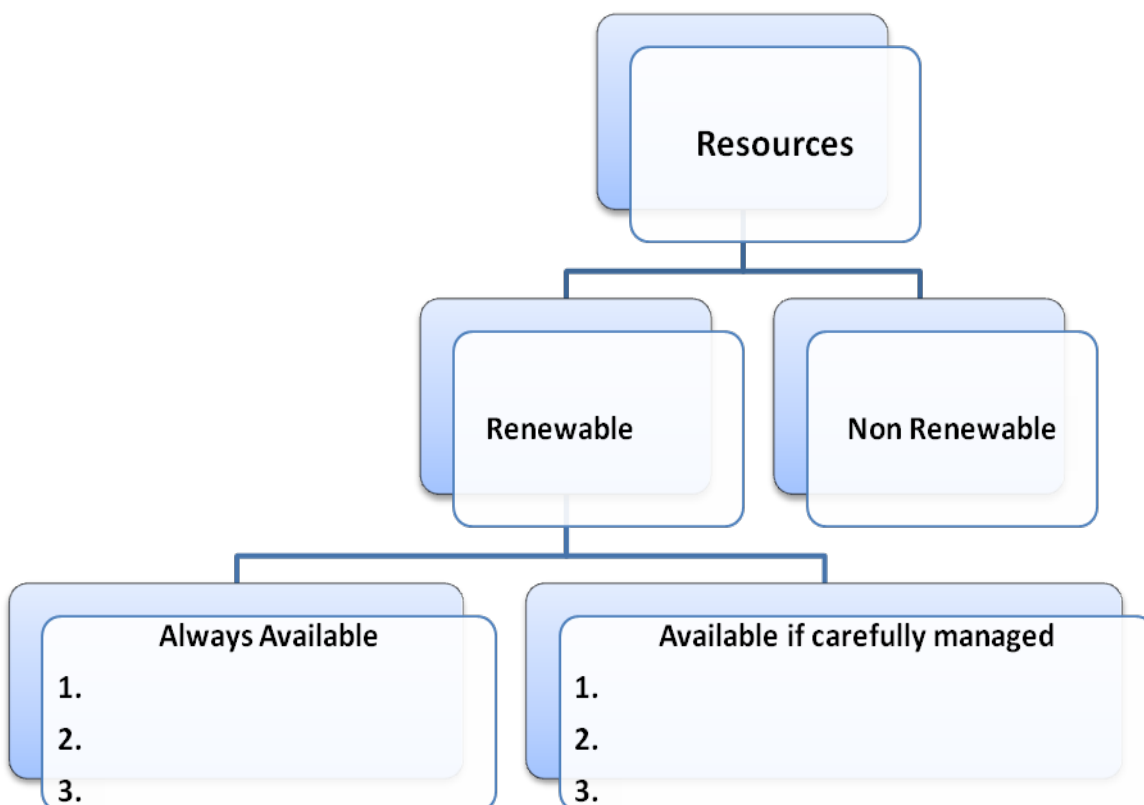
Resources are usually divided into two categories on the basis of their exhaustibility: renewable and non-renewable resources which are also known as flow and stock resources respectively. Renewable resources are those which are naturally renewed within a time span to be of use to human beings. E.g. water, forests, wind etc. Yet careless use of these renewable resources can affect their stock. Non-renewable resources are mainly minerals and their availability is finite. They take millions of years to form and they do not have any possibility of being replenished on a time scale of relevance to human beings. Within this category they can further be divided into those resources which will be consumed by usage e.g. oil, coal and other one which can be recycled e.g. bauxite, aluminium.

Resources can also be classified on the basis of origin, ownership and status of their development. On the basis of their status of development they can be divided into four categories: potential, developed, stock and reserves. Potential resources are those that have been identified at particular places but have not yet been utilised. Thus, these resources are potentially useful but not yet been developed. eg. Solar energy can be generated in Rajasthan but it has not been developed yet. Developed resources are those that have been surveyed and identified for their quality and quantity. Their development depends upon the availability of technology. e.g. Iron ore in Bailadalia range of

hills in Bastar district. Stocks are materials that can be utilised as resources but lack of adequate technology hampers their development. e.g. Antarctica has stocks of iron ore but they are covered with thick sheets of ice. Reserves are those materials that can be utilised with existing technology but their use has not yet been started. e.g. In Middle East the estimated reserves of crude oils are 807.7 thousand million barrels and in world the estimated reserves of crude oils are 1668.9 thousand million barrels.

**Activity: Complete the flow chart**

Teacher may provide an incomplete flowchart as given under regarding the classification of resources. Students may be asked to complete the given chart on the basis of their understanding about the types of resources on the basis of their exhaustibility.



This activity can be done by individual students. Once all students have completed it, teacher may further discuss on the basis of their answer:

- 1) Demand of which resources is increasing in the world and why?
- 2) What steps can be taken by humans to conserve various resources?

**Note:** For activity 2 visually challenged students may not fill up the diagram but they can discuss the renewable resources which are always available and which will be available only if carefully managed and classifications respectively.

**Assessment:** Teacher will be able to know how far students have understood about the classification of resources. Are they sensitised about the fact that resources will not last if they are not handled carefully. Teacher can also assess their reasoning when they suggest ways of conserving the resources.

**Activity: Preparing Worksheet**

**Procedure:** This activity can be done individually by students. In a worksheet they can classify the resources that they use in their daily life under the following heads:

- a) Renewable and non-renewable
- b) Need to be reduced, reused or recycled

Teacher may provide them a hint for preparing the tables in worksheet

**Hint:** Table 1

Renewable

Non-renewable

**Hint:** Table 2

Reduced

Reused

Recycled

**Assessment:** Teacher can assess how much they have understood about the concepts and if they can classify various resources which they observe/use in their daily life, under different categories.

**C. Conventional and Non Conventional Sources of Energy**

India's growing population and rising economic activities have led to an increase in demand of various energy resources and it will only grow further. Energy resources can be divided further into conventional and non conventional. Conventional sources of energy are those which have been in common use for a long time e.g. firewood, fossil fuel. These sources will not last for long and one has to think about the pros and cons related to non conventional sources of energy which are namely solar, wind, and biogas, tidal and geothermal energy. A case study related to any of these sources, which are non-exhaustible and relatively clean can be taken to learn more about them and various related issues. As establishing projects related to non conventional energy might be effecting forests, water bodies, life of people in the vicinity in some, way or the other what measures may be taken from the beginning so that they may not become problem in future.

### ***Activity: Case Study***

**Procedure:** Teacher can use a case study method to explain to students about resources. Students will read the case study and discuss their observations in the classroom. All students should read the case study of Wind Farm at Bhimashankar in Pune and discuss their observations in the class:

- 1) What are the advantages and disadvantages of establishing a wind farm?
- 2) Is it possible to generate substantial amount of wind energy in India?
- 3) What are the hurdles you feel might be there in harnessing wind energy?
- 4) What may be effect of the given wind farm on women? (Hint: in terms of assess to gather fuel wood and fodder in that area)

**Note:** Teacher may show the video of “Harnessing Wind Power (GE India)” on **YouTube** which will help them to learn more about the wind farms and harnessing of wind energy.

### **Case Study \***

Project location: Bhimashankar Khed Taluka of Pune District, Maharashtra.

Latitude: 18°59'39.06"N, Longitude: 73°35'8.96"E

The wind farm is located at Bhimashankar in Pune District of Maharashtra. The main impacts that were observed at Bhimashankar include - land use conversion, tree felling for road construction.

Forest Clearance was obtained in areas where it was relevant and only Kutcha road was constructed. No restriction was imposed on local villagers’ access to the hill and areas used for grazing.



*Wind farm at Bhimashankar*

<b>Observed Environmental Impacts</b>	<b>Observed Social Impacts</b>
<p><b>Land:</b> The wind turbines were located on forest land; clearance was obtained from forest department for establishing the turbines.</p> <p><b>Auxiliary infrastructure:</b> The access road to turbines was not tarred; there was no security barricade around the area.</p> <p><b>Biodiversity around the site:</b> Usual forest biodiversity including trees and flora were observed around the site apart from the un-tarred road leading to the hilltop.</p> <p><b>Affects on bird and wildlife:</b> Loss of biodiversity and fauna was not observed</p>	<p><b>Impacts on Community:</b> Community around the area was at least 5 km. away. Use of the area around the wind farm was restricted to wind farm activities and community was not seen in the vicinity. However, on contact with the community, it was informed to the visiting team that there were no restrictions on accessing the hills to gather fuel wood and fodder.</p> <p><b>Land acquisition process:</b> Process of land conversion from forest land to commercial was followed with permission from forest department.</p> <p><b>Resettlement and rehabilitation Issues:</b> Conflicts related to resettlement and</p>

<p>during operations. Tree felling was observed for development of roads and plant site.</p> <p><b>Water bodies around the site:</b> No affected water bodies were observed.</p> <p><b>Pollution from noise from wind farms:</b> When observed noise levels were low. No habitation was close to the wind mills; hence impacts from noise are assessed to be low.</p> <p><b>Safety and Hazard Issues:</b> The wind mill was at an adequate safe distance from habitation and utilities like roads. There were no anticipated impacts on human health and safety.</p> <p><b>Other emissions during operation of wind farm:</b> Wind farms operations had no SO<sub>2</sub>, NO<sub>2</sub> emissions and net zero carbon emissions.</p>	<p>rehabilitation was not observed and no resettlement of any person living on the land occurred.</p> <p><b>Impacts on Tribal's and Vulnerable Groups:</b> Tribal population does not reside in the vicinity of the project. Villagers and locals were not adversely impacted as no community land was taken up for construction and access to community is allowed. Locals were allowed to freely use the forest land for the usual purposes of gathering firewood and fuel or grazing.</p> <p><b>Changes in Economic Conditions:</b> Small employment to technical site staff and locals for management and maintenance of wind farms.</p>
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*\*Source: Ministry of New and Renewable Energy, Government of India*

**Assessment:** Teacher will assess their understanding and reflection upon an issue which is not based on their own experience but which is related to content of their topic. Students may be assessed on their reading, and reasoning when they give valid points related to their observation and understanding.

#### **D. Conservation of Resources**

The growing population and increasing demand of resource consumption is degrading and depleting the resources. Hence there is need to manage the use of resources carefully so that the present

generation also gets the benefit and capacity to meet the needs of future generations are also taken care. Conservation takes into account the protection as well as judicious use of resources. While explaining about the resources and their classification, teacher can simultaneously sensitise the students about the conservation of resources.

***Activity: Brain Storming:***

**Procedure:** Since the conventional sources of energy are likely to get exhausted at the present rate of consumption. Teacher may ask students to imagine the situation when there is a complete exhaustion of these resources and its impact on their lives. Teacher can provide hint to the students like impact on transport, industry, domestic condition etc. All students will think about it and share their views in the classroom in discussion.

**Assessment:** This activity will help teacher to assess student's imagination and awareness about exhaustion of certain resources.

***Activity: Do it yourself***

**Procedure:** This activity can be done in small groups or individually. Ask students to observe and collect information about consumption of electricity by various gadgets at home/school and prepare a data sheet. Calculate the amount of electricity consumed in one week. Suggest ways to conserve it. The students will find out the amount of electricity used or misused. The student will suggest ways to increase energy efficiency.

Chart for calculation of average electricity consumption by various electric gadgets (*Source: BSES Rajdhani*).

<b>Appliance</b>	<b>Approximate Load (Watts)</b>	<b>No.of equipments</b>	<b>Average hours</b>	<b>Approximate Unit</b>
Lamps	100	1	1	3
Tubelight	40	1	1	1.2
Electric fan	600-1000	1	1	30
Immersion heater	1500	1	1	45
Water heater	1000-2000	1	1	60
Toaster	750	1	1	22.5
Room heater (rod type)	1000-2000	1	1	60
Room heater (blower type)	1000-2000	1	1	60
Refrigerator (165 lts)	200	1	1	6
Window air conditioner (1.5 ton)	1000-2000	1	1	60
Desert cooler (medium)	200	1	1	6
Room cooler	60-200	1	1	3
Table fan/ ceiling fan	60-100	1	1	2.4
Exhaust fan	150	1	1	4.5

Washing machine	700	1	1	7
Radio	40	1	1	1.2
Television	200	1	1	6
Mixer cum grinder	200	1	1	6
Computer	200	1	1	6
Pump motor	740	1	1	22
<b>Total Unit consumed</b>				<b>409</b>

**Note:** Since the given chart is from BSES, Rajdhani and have only limited reference of electric appliances, there are many more electric appliances like grain grinder, buttermilk churner, electric sewing machine, etc. for which their approximate load (in watts) is not given. Teacher may ask the students to take the help of elders or internet and find out how much load those appliances are consuming and calculate the consumption.

Besides this, in many rural areas there is no electricity available. In such case students may be asked to prepare a chart and find out the consumption of those appliances which they might be using if electricity was available.

**Hint:**

Appliance	Approximate Load (Watts)	No. Of equipments	Average hours	Approximate Unit
Lamps	100	1	1	3
Table fan/ ceiling fan	60-100	1	1	2.4
Buttermilk churner	200	1	1	6
Water Pump	740	1	1	22
<b>Total Unit consumed</b>				<b>Find out</b>

**Assessment:** Students can do it as an individual exercise at home or as a group exercise for school. Teacher can assess their understanding, observation, enquiry, research skills and ability of problem solving.

**Activity: *Let's Find Out***

Teacher may ask the students to find out if solar, wind, tide, biogas, geothermal energy resource is used in their community. If so, then the students may be divided in small group and asked to prepare brief write up stating why these energy resources are preferred. A discussion can be organized in the class on the basis of their findings.

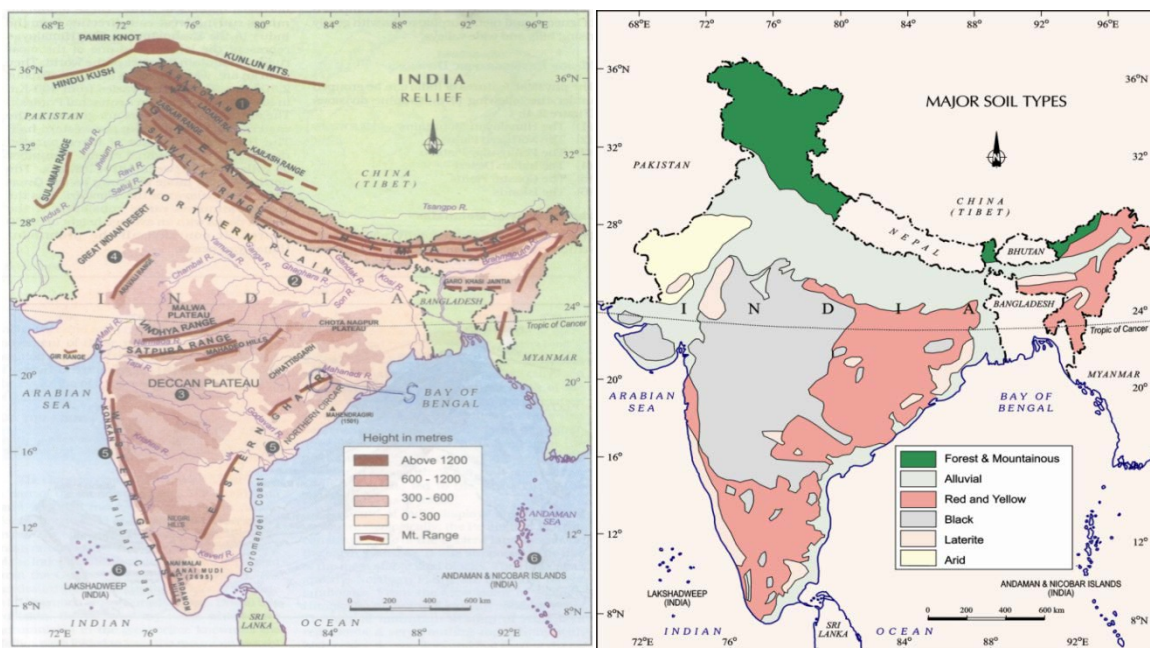
**Assessment:** With this activity teacher can assess about their awareness about usage of non conventional sources of energy in their community and their understanding about the importance of these resources for us. Teacher can assess their enquiry and research skills. Further discussion in the classroom will help teacher to know their ability to communicate their findings effectively with adequate evidences.

**E. Analysing and Correlating Maps**

An important skill that has to be developed among students is analyzing and correlating maps. Students can be taught to observe, compare and correlate the maps for a better understanding of various geographical concepts. E.g. Students have learned about the physiographic divisions of India in class IX. In class X when they study about soils of India, their previous knowledge will help them to understand and interpret it easily. E.g. Broadly, in the Himalayan mountains, forest and mountainous soils will be found. Alluvial soil will be found in the northern plains and deltas of southern rivers, black and red and yellow soil will be found in the peninsular plateau and arid soil will be found in the Indian desert.

**Activity: *Reading and Analysing Maps***

This may be done as an individual activity. Teacher may provide students with two different maps of India e.g. physiographic divisions and major soil types. Students should be asked to observe them carefully and analyse. Teacher can further discuss why different soil types are found in different regions. What are the possible reasons for this? Teacher can ask the students to compare and correlate other maps also given in Contemporary India, part I and II. (Hint:Climate and crops; minerals and industries)



**A) India: Physiographic Divisions**

**B) India: Major Soil Types**

**Note:** Tactile map may be used for visually challenged students to understand and compare the maps. Care should be taken that tactile maps do not have too much information. (Hint: Some organizations like the *National Atlas and Thematic Mapping Organisation* have developed atlases for visually challenged students. In case of unavailability of such maps/atlasses tactile map may be prepared with the help of wool, thread, grains etc).

**Assessment:** Maps are an important tool in geography. With the given activity teacher can assess student’s ability to read maps and draw inferences. Teacher can see if they are able to correlate the information given in two maps.

Various activities which are given above can be conducted in the classroom in group or individually. A teacher is always the best judge of her class so they may use these activities or design and modify according to the students. Discussions in the classroom will help the teacher to know the understanding that a student has acquired on the theme. Student’s ability to communicate their views will reflect on their reasoning. Teacher will also be able to assess if student is able to make connection with of his knowledge with his day to day life.

## Suggested Readings

1. Contemporary India, Part II (2006), Geography Textbook for class X, NCERT, New Delhi
2. Daugherty Thomas B.(2001) Managing Our Natural Resources, Thomson Learning
3. India: Resources and Regional Development (1998), Geography Textbook for class XII, NCERT, New Delhi
4. Morgan Sally (2008), Natural Resources, M. Evans And Company, UK
5. Rees, J. (1985), Natural Resources, Allocation, Economics and Policy, London, Routledge
6. Resources and Development (2008), Social Science Textbook for class VIII, NCERT, New Delhi
7. Understanding Economic Development (2007), Economic Textbook for class X, NCERT, New Delhi
8. Zimmermann E. W , Peach W. N. , Constantine J. A. (1972), World Resources and Industries, Harper & Row

# **POLITICAL SCIENCE**

## Teaching Political Science

Political science contains many ‘essentially contested concepts’. Most of them are complex, contemporary and hence contentious. These concepts are introduced to enable teachers to have an informed and healthy discussion involving learners. The textbooks are to be considered as tools to help develop perspectives on various contemporary issues. It is expected of learners to understand and apply concepts rather than simply memories the information of each topic.

At the Upper Primary stage (Classes VI-VIII), Social and Political Life was introduced as a new subject in place of Civics from April 2006. At the Secondary stage (Classes IX-X), Political Science was introduced in place of Civics from April 2006.

The change in the name of the subject from Civics to Political Science at the secondary stage is a significant one. The change is in not only the name but also the scope of the subject area. These textbooks represent a major change in the way democratic citizenship education is imparted in schools. They provide an introduction to the discipline of political science at the secondary school level itself. They contain aspects of the major areas of Political Science, namely Political Theory, Indian Government and Politics, Comparative Politics, International Relations and Public Administration. Thus, the scope of the subject area has been widened and deepened considerably. The core objective of these textbooks is to help learners make sense of the political world around them. But then politics do not take place in isolation. So it is essential to make sense of the wider social world within which politics take place. So the aim is to develop social consciousness among schoolchildren.

The overall theme of the Political Science textbooks in Classes IX and X is democratic politics. They provide an introduction to the politics in the contemporary world through the window of democracy. They provide a comparison of democratic and undemocratic politics in different parts of the world. The Class IX Textbook, *Democratic Politics-I*, provides a broad overview of modern democracy with the help of many examples. The chapters discuss different aspects of democratic politics – institutions of government, rights and responsibilities. The Class X Textbook, *Democratic Politics-II*, focusing on processes, provides examples of working of democracy in the real world.

These textbooks explain as well as elaborate the spirit and philosophy of the Preamble of our constitution. The constitution is the supreme law of the land and rule of law is the cornerstone of democracy. By the end of Class X, learners are expected to be in a position to appreciate the constitutional values of our nation and also understand the basic structure of the Constitution of

India. The effort is to make students aware of not just what is written in the Constitution of India but also what has been happening on the ground level.

The Political Science textbooks of secondary stage aim to encourage active involvement of the teachers and learners in the teaching, learning, and assessment process. They provide a lot of space to teachers and learners to infuse local elements into the content while discussing relevant topics.

Many topics in Political Science were covered in greater depth at the higher secondary stage. So the following NCERT textbooks may be consulted for widening and deepening knowledge in Political Science.

NCERT Class XI Political Science, *Indian Constitution at Work* (April 2006)

NCERT Class XI Political Science, *Political Theory* (April 2006)

NCERT Class XII Political Science, *Cotemporary World Politics* (April 2007)

NCERT Class XII Political Science, *Politics in India since Independence* (April 2007)

NCERT Class XII History, *Themes in Indian History, Part-3* (April 2007)

NCERT Class XII Sociology, *Indian Society* (April 2007)

NCERT Class XII Sociology, *Social Change and Development in India* (April 2007)

# **Transacting ‘Democratic and Non-democratic Forms of Government:An Exploration’**

## **Overview**

This module focuses on introducing democracy and its related concepts to learners at the beginning of the secondary stage. Being citizens of a democratic nation, it is essential for both teachers and students to know practical and theoretical aspects of democracy. At the upper primary stage, the learners are introduced to various features of democratic government and society in India. The students who have just entered Class IX are familiar with the term, democracy. Indeed, they usually quote Abraham Lincoln’s words about democracy as ‘government of the people, by the people and for the people’.

Many concepts related to democracy are mentioned at the upper primary stage. They include constitution, dignity, discrimination, diversity, elections, equality, freedom, government, justice, participation, representation, responsibilities, rights and rule of law. Most of these are complex concepts. Understanding about these concepts keeps evolving over a period of time.

It is critical to ensure a smooth transition from upper primary stage to secondary stage for all learners. It is important to inform them that four years later they would be eligible to get the right to vote. The learners, who are aged about 14 years, reach a crucial juncture during the formation of their identities and even political attitudes. So a teacher is required to impart the necessary knowledge to young citizens to make them abide by our constitutional values and cherish the noble ideals which inspired our freedom struggle.

## **Teaching-Learning Objectives:**

While transacting these Democratic and Non-democratic forms of Government: An Exploration teachers will be required to yours on the following:

- To introduce to learners the significance of government.
- To make them understand key features of a democratic form of government.
- To make them differentiate between democratic and non-democratic forms of government.

## **Note for the Teachers**

### **For the Teachers using NCERT Political Science Textbooks (*Democratic Politics*):**

The contents of this module are complementary to those of the Political Science textbooks. So, you are requested to go through the following parts of the *Democratic Politics-I* Textbook thoroughly to get a sense of the approach adopted. This module is not a substitute for the contents in the textbook. The contents in the textbook have not been repeated in this module so as to avoid duplication.

Class IX, *Democratic Politics-I: A Letter for You* (pp. v-vi)

How to use this book (pp. vii-ix)

Chapter 1) Democracy in the Contemporary World

Chapter 2) What is Democracy? Why Democracy?

Chapter 3) Constitutional Design

### **For the Teachers not using NCERT Textbooks:**

This module deals with democracy, which is an essential theme of the Political Science / Civics syllabus of many State Boards at the secondary stage. This provides supplementary information, which can be used for designing activities. So, this will be of some use to you, even if you are not using the NCERT Textbooks.

### **Teacher's Requirements:**

The user of a new product is required to possess certain knowledge and skills to make effective and efficient use of it. So to make the best use of the Political Science textbooks at the secondary stage, it would be beneficial for you to possess knowledge of history of the 20th century, contemporary world politics and politics of India.

## **Teaching-Learning Resources:**

Globe, Atlas, Wall maps (Political) (World, Asia, India and States)

2 daily newspapers (English and Hindi / regional language editions)

2 newsmagazines (English and Hindi / regional language editions)

Audio-visual materials (movies, documentaries, short films etc.)

Constitution of India (The English and Hindi versions of the Constitution can be downloaded from the web link: <http://indiacode.nic.in/coiweb/welcome.html>)

## **Key Concepts (Teaching Points)**

### **A. Significance of Government**

Students notice many things every day during their journey to-and-from the school. The observations of students relating to various government services and institutions (schools, colleges, hospitals, offices of central/state/local governments) can be used to initiate discussion about role of government.

**Discussion starter:** The extent of prior knowledge of learners about government can be gauged by posing a few questions along the following lines.

What do you mean by government?

Why do we need a government?

Which specific goods and services provided by government do you use in your life?

Which specific offices or services of government are present in your locality?

How does government affect you and your family?

How does the functioning of government affect the society?

How does the society influence government?

Our daily lives witness the role of government in multiple ways. The wide-ranging functions of government ensure its presence in an individual's life from birth to death. It is the government agencies that issue documents such as birth certificate, driving license, passport, marriage certificate

and death certificate. Indeed, it is difficult to visualise any society without some form of government in modern times. Somalia is perhaps the only nation in the present world without government. This nation effectively has no government since 1991 and consequently turned into a land of lawlessness and violence.

### ***Activity***

Students can be asked to collect newspaper clippings about functioning and functionalities of government, violation and protection of rights, elections in India and other parts of the world. They can prepare a collage and display it in the classroom.

## **B. Key Features of a Democratic Form of Government**

- Elected representatives of the people have the final decision-making power.
- The representatives of the people are elected to legislatures (Parliament and Assemblies) in free, fair and regular elections. They make the laws. A democratic government is based upon consent of the governed.
- Political equality is symbolised by the principle of universal adult franchise (one person, one vote, one value).
- The principle of rule of law is central to democracy. It means equality before the law. The rule of law is considered to be better than the rule of individual(s). A constitution is referred to as the basic law of a nation.
- Rights are the building blocks of democracy. A democratic constitution places limits on powers of the government. It also guarantees fundamental human rights of the citizens by mentioning them. Some rights promote other rights, thereby strengthening democracy. The right to vote (for above 18), Right to Information (RTI), Right to Education (RTE) are some of the well-known rights.

Democracy has been expanding since the end of the Second World War. There are many reasons for this phenomenon. Democracy is a better form of government, as it is a more accountable form of government; it improves the quality of decision-making; it provides peaceful methods to resolve conflicts especially in diverse societies; and it enhances the dignity of citizens.

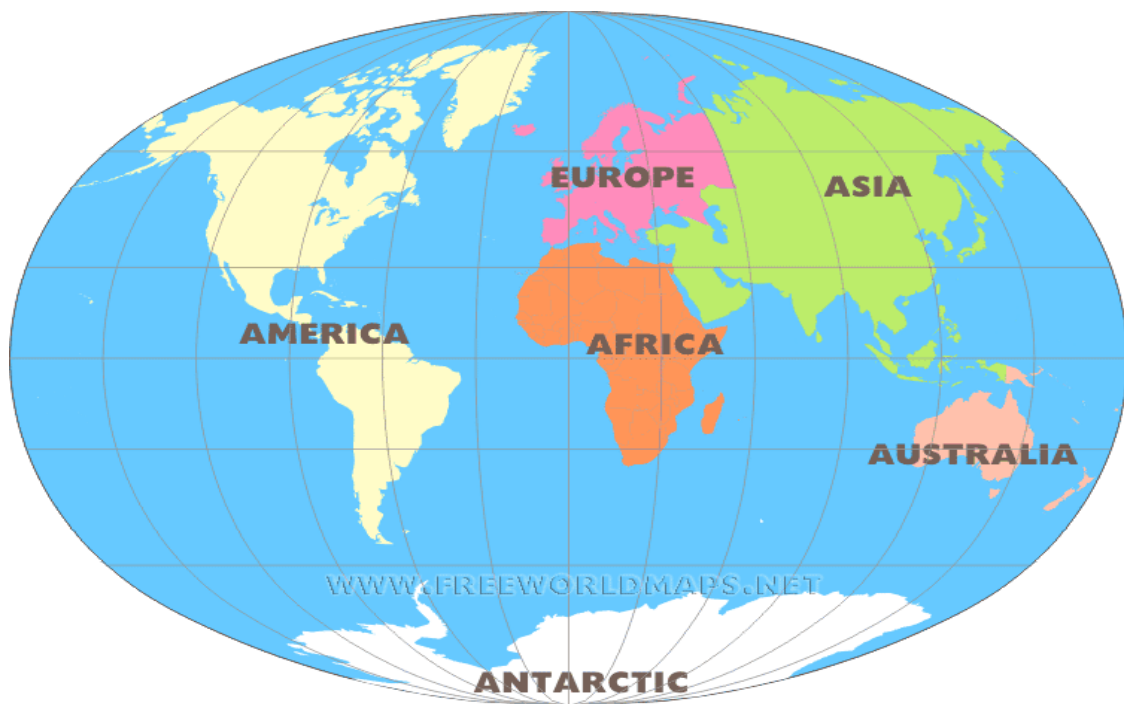
### C. Democratic and Non-democratic Forms of Government

What are the different forms of government? Broadly speaking, there are two forms of government: democratic and non-democratic. The non-democratic forms include absolute monarchy, dictatorship and theocracy. Given the significant role of government in any society, the form of government has huge impact on the lives of citizens. Let's explore the democratic and non-democratic forms of government in different regions of the world.

#### *Map activity*

As a starter task, students can be asked to locate the following 24 countries and the 8 SAARC members on an outline map of world. This activity can be done in the classroom so that all students participate and learn.

World map (continents)



Source: <http://www.freeworldmaps.net/continents/>

Africa (5): Ghana, Nigeria, Somalia, **South Africa**, Zimbabwe

America (5): Brazil, **Chile**, Canada, Mexico, USA

Asia (7): China, Indonesia, Iraq, Japan, **Myanmar**, Philippines, Saudi Arabia

Europe (7): France, Germany, Italy, **Poland**, Russia, Switzerland, UK

This map activity helps the students to become familiar with these nations and their neighbours. They also notice the location of these nations with reference to India thereby broadening their horizons.

The first two chapters of the NCERT Class IX Textbook, *Democratic Politics-I*, attempts to take learners on an exploratory tour of democracy around the world. They highlight various struggles for justice waged at different levels. They focus on movements for democratisation and movements against discrimination in different parts of the world. The history of India cannot be studied in isolation from the history of the world. Similarly, government and politics of India can be better understood when we observe them in the context of politics in the contemporary world. So it is useful to know the political background of at least some nations to understand the context in which they are mentioned in the textbook. It is also useful to update yourself regularly about their current affairs and relate them to the contents in the textbook.

The first three chapters of the NCERT Class IX History textbook, *India and the Contemporary World-I*, discuss various historical events and processes, namely, 1) The French Revolution; 2) Socialism in Europe and the Russian Revolution; and 3) Nazism and the Rise of Hitler. They provide the necessary historical background to understand more about human struggles for democratic values of justice, liberty, equality and fraternity.

We learn concepts through deductive and/or inductive approaches. The Class IX and X Textbooks mostly follow the inductive approach. So many chapters begin with the concrete/particular and proceeds to the abstract/general. Using the case study method, the Chapter 1 begins with two tales of democracy from two different parts of the world. These case studies are a means to understand features of democratic and non-democratic forms of government. The first one is from Chile (South America) and the second one is from Poland (East Europe). Both are real tales are from the 1970s and 1980s. They are concrete cases, but from an unfamiliar context. For students in India, both are distant – in terms of space and time. Hence we need to gradually make the learners familiar with these two tales. Chile and Poland can be introduced to students with reference to India. Chile is equivalent to Delhi in terms of population (about 18 millions) and Poland is double the size of Delhi (about 38 millions). Instead of Delhi, the State where this module is being used may also serve as a reference point for comparison.

Through these two cases, students can know about the functioning of democratic and non-democratic forms of government in the real world. The conditions in different parts of the world can be compared with functioning of democracy in India subsequently. Examples about different forms of government can also be given from nations in India's immediate neighbourhood such as Afghanistan, Bangladesh, Bhutan, Nepal, Pakistan, Sri Lanka (all SAARC Members), China and Myanmar.

## **Group project**

This group project can follow inquiry approach. Four groups (Africa, America, Asia and Europe) of ten students each can be formed to work on this project. The two key questions to guide the inquiry are: Why is democracy better than other forms of government? What are the qualities of a good democracy? Keeping these guiding questions in mind, the groups can be asked to investigate experiences of South Africa, Chile, Myanmar and Poland and prepare their profiles. Each group can be allotted any one of these nations on the basis of draw of lots. It is suggested that this project be assigned before the beginning of the summer vacation. So each group gets more than one month to complete their project. Each group can make a poster presentation on how the presence or absence of democracy affected the life of citizens in each of these four nations. They can reflect on the concept of democracy in a comparative sense. While discussing key features of democracy, one can regularly refer to these four examples. What the students learn from these projects is expected to help them understand democratic politics in India.

### ***Suggested Activities: (Individual / Group)***

Teacher assessment, self-assessment and peer-assessment of different types of activities by students can be used to regularly measure their progress.

**Project 1:** It is useful to know politics in other nations to grasp the complexities of Indian political system. Leaders from different nations visit India and Indian leaders visit these nations. They receive wide coverage in the media during these times. The students can prepare brief profiles (about 500 words) about government and politics of the nations mentioned earlier in the map activity. They can also collect information about current affairs in these nations from print media. They can discuss them in the classroom.

**Project 2:** The following prominent personalities from different parts of the world are mentioned in this textbook. Some of them also figure in the textbooks of other subjects. It is useful to know about the life and times of these individuals. Most of them cannot be simply consigned to the history

books as their ideas and actions had exercised considerable influence in the making of the present world. Students can be asked to prepare brief profiles and posters of these personalities and make presentations in the classroom.

The struggles of various leaders for democracy and rights in different regions of the world are awe-inspiring. The students can prepare posters on the contribution of leaders such as Abraham Lincoln (USA), **Aung San Suu Kyi** (Myanmar), Lech Walesa (Poland), **Michelle Bachelet** (Chile) and Nelson Mandela (South Africa). Some of them have been awarded the Nobel Peace Prizes.

The contemporary world also witnessed the rule of autocratic leaders such as Gen. Augusto Pinochet (Chile), Ferdinand Marcos (Philippines), Saddam Hussein (Iraq) and Gen. Sani Abacha (Nigeria). Students can be asked to find out about sufferings of the people during the times of these autocrats in those countries.

**Project 3:** The following events and organisations are mentioned in this textbook. It is useful to know about them owing to their powerful impact across the world. So students can be asked to prepare brief profiles and posters of these events and organisations and make presentations in the classroom.

## Events

American Revolution and the making of the US Constitution, Indian national movement and the making of the Indian Constitution, Civil Rights Movement in the USA, Solidarity Movement in Poland, Disintegration of the Soviet Union, Anti-apartheid struggle and the making of the democratic constitution of South Africa, Democracy movement and the constitution-making in Nepal, Wars in Afghanistan and Iraq since 2001

## Organisations

United Nations (UN), International Monetary Fund (IMF), World Bank

**Project 4:** Governments make laws for the benefit of vulnerable sections of societies. One such law made by our Parliament is the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. This law is under revision. Find out how effectively is it being implemented in your locality (school/neighbourhood)?

## Utilizing audio-visual materials

1. Movie: *Beyond Rangoon* (1995) USA

This movie was set against the backdrop of the 8888 (8 August 1988) pro-democracy uprising against the military rule in Myanmar (Burma). It was rated R for depiction of violent political oppression. Duration: 102 minutes

This movie can be downloaded from the following web link:

<http://www.youtube.com/watch?v=z2tWpPIPlmk>

Soon after screening this movie, students can be asked to submit a brief written assignment responding to the question, “what did I learn from this movie?”. Assignments such as this one provide opportunities to learners to reflect and express themselves. They can also relate the content to the wider world. The writing skills can be assessed.

## 2. Documentary: *Aung San Suu Kyi - The Choice* (2012)

This is a BBC Documentary. Duration: 59 minutes

Web link: <http://www.bbc.co.uk/programmes/b01n2wfw> (or)

Web link: [http://www.youtube.com/watch?v=1\\_IjNKT\\_T5o](http://www.youtube.com/watch?v=1_IjNKT_T5o)

## 3. Short film: *Suffragette Emily Davison Killed - 100th Anniversary*

Duration: 7 minutes

The women’s suffrage movement played a major role in securing the right to vote for women. In Britain, Emily Davison sacrificed her life on 4 June 1913, during the Votes for Women campaign. What happened on that day can be watched on the following web link: [http://www.youtube.com/watch?v=-G4fJ9I\\_wQg](http://www.youtube.com/watch?v=-G4fJ9I_wQg)

A lot of movies, documentaries and videos about various personalities and events in democracy movements in different regions of the world are available online. They can be shown to the students depending on the availability of necessary resources in the school.

## **Utilizing newspapers**

Textbooks are usually not updated on an annual basis. But when textbooks refer to cases from current history, the content requires update. Politics, being a dynamic phenomenon, is constantly in a state of flux. For instance, the situation in Myanmar, Nepal and Pakistan has considerably changed in the past decade. Newspapers and magazines can be used to regularly update students

about the recent developments in the nations that are referred to in the textbooks. They also provide additional content. The use of media as a resource is also significant in the wake of the first principle of the NCF, 2005: **connecting knowledge to life outside the school**.

For example, the following article provides an overview of the movement for democracy in Myanmar. The students' uprising against the military rule in Myanmar began on 8 August 1988 (8.8.88). This article appeared on the occasion of the 25th anniversary of this Movement. All the students can be asked to go through articles such as this one. They can be encouraged to reflect on the content and discuss their views in the classroom.

### **A new Route Four Eight for Myanmar**

Nehginpao Kipgen, 8 August 2013, *The Hindu*

The 25th anniversary of Myanmar's historic 8888 Movement is being celebrated in Yangon from August 6 to 8. The event has been organised by leaders of the students' group now known as the 88 Generation, with donations from the public.

The event is a commemoration as well as a celebration. It is a commemoration for the fallen heroes of the 1988 student-led uprising against General Ne Win's rule. It is a celebration because this is the first time the government has allowed such a commemoration to be held, a testament to the gradual democratic reforms in the country.

In previous years, it was impossible to organise the event in Myanmar. Even just saying '88' could land you behind bars. It could only be celebrated outside the country, by people in exile and Myanmarese expatriates.

#### **Theme**

The three day event has seen potential future leaders of the country, including the leaders of the 88 Generation, come together and discuss political strategies. The theme is peace and national reconciliation. The organisers have invited people from different walks of life to participate in discussion, including ethnic minorities and those who did not participate in the 1988 uprising.

It has been an occasion to educate the younger generation about the historical significance of the Four Eight Movement, about how it started and what really happened on that fateful day.

After months of countrywide protests by students against the sudden cancellation by Ne Win of certain currency denominations that wiped out people's savings, on the morning of August

8, 1988, protesters took to the streets and marched toward the city centre in Rangoon. The confrontation and the subsequent clashes between demonstrators and soldiers lasted for days; the protests were brutally crushed by the military rulers.

The precise number of deaths is unknown, but has been estimated to be around 3,000 people, mostly students. Among many other demands, the protesters were asking for the replacement of one-party rule with a multiparty system. The people wanted to make a fresh start under a democratic government.

Much of Myanmar's present-day politics started with the 8888 uprising. The uprising led to the resignation of leader General Ne Win, who had taken power in a coup in 1962, and the demise of his Burma Socialist Programme Party, which comprised ex-military officers and was the vehicle through which he built his one-party rule. His resignation did not lead to the hoped for democratic reforms, but instead resulted in another military coup in September 1988. This time, the government was called the State Law and Order Restoration Council. The country's name changed from Burma to Myanmar in 1989 and its capital, from Rangoon to Yangon.

The August uprising also marked the entry of Aung San Suu Kyi into politics. Then on a visit to Myanmar from England to look after her ailing mother, she was drawn to the protests, and as the daughter of General Aung San, who had fought for Burma's freedom from British rule, she was almost immediately hailed as its leader.

After the movement was crushed, thousands of Burmese fled to neighbouring countries. Some people were fortunate to move on to Europe and North America.

The majority, however, spent their lives either in the jungle or in refugee camps along the Indo-Burma and Thai-Burma borders. Many youngsters, mostly students, either formed new armed groups or joined the established armed groups such as the Karen National Liberation Army, Kachin Independence Army and the Shan State Army.

The 8888 movement culminated in the 1990 elections, the first free elections in three decades that was swept by the National League for Democracy (NLD) led by Aung San Suu Kyi. But the result was not honoured.

The previous year, was the beginning of nearly two decades during which Suu Kyi would be detained, placed under house arrest, and released for brief periods only to be put back under house arrest again.

Future strategy

Provided the ongoing democratisation process does not reverse, it will take Myanmar years,

if not decades, to stabilise.

That is why it is important the anniversary of 8888 is utilised by the younger generation to mobilise people towards building a responsible, democratic society. Peace building must begin at grass-roots level to improve relations between ethnic communities.

In view of the upcoming national census in 2014 in Myanmar and the general election in 2015, it is increasingly important for the 88 Generation student leaders to build trust and improve the shaky relations between ethnic Burmans and the erstwhile frontier people.

The event could mark the beginning of the formation of robust civil society organisations that are essential elements for democratic consolidation. The 88 Generation leaders must engage in promoting activities that strive for equality of rights for all citizens and in strengthening the majority-minority relations.

Sooner or later, the government too is likely to realise the significance of the day.

(Nehginpao Kipgen is general secretary of the U.S.-based Kuki International Forum.)

Source:<http://www.thehindu.com/opinion/op-ed/a-new-route-four-eight-for-myanmar/article5000201.ece?ref=relatedNews>

### **Summative Assessment:**

The level of understanding of this theme can be assessed with the help of the following long answer questions:

- Democracy is considered to be better than other forms of government. Do you agree? Justify your answer with examples.
- What happens in the absence of a democratic government? Give examples.
- Explain key features of democracy. Illustrate with examples.
- India has a democratic form of government. Explain.

## **Suggested Readings**

NCERT Class XI Political Science, *Indian Constitution at Work* (April 2006)

NCERT Class XI Political Science, *Political Theory* (April 2006)

NCERT Class XII Political Science, *Contemporary World Politics* (April 2007)

NCERT Class XII Political Science, *Politics in India since Independence* (April 2007)

NCERT Class XII Sociology, *Indian Society* (April 2007)

NCERT Class XII Sociology, *Social Change and Development in India* (April 2007)

(They can be downloaded from: <http://ncert.nic.in/NCERTS/textbook/textbook.htm>)

# **Transacting ‘Challenges to Democracy’**

## **Overview**

Democracy is an oft-repeated word in our social-political discourse. All kind of issues and arguments refer to democracy as a touchstone. This is not limited to our own country. Even international discussions, diplomatic communications and activities frequently mention the terms democracy, democratic, undemocratic, etc. Apart from it, being the citizen of a democratic country one should be aware of her/his duties as well as rights. It is necessary for the democratic functions of the polity may continue smoothly and also improve with time. For all the above reasons our teachers and students must have a fair knowledge about the theory and practice of democracy in the national and international context. For the purpose one should be able to differentiate democratic features with authoritarianism. In the world today democratic and authoritarian political systems exist side by side. Hence a comparative study has practical relevance also. The exercise would clarify the core features of democracy. A sound learning about the challenges to democracy is an inalienable part of this exercise. The challenges from within and without; challenges in different countries; and in different forms; the problems faced by different sections of populations, especially the women, weaker sections, minorities and marginalized groups; how democracy is meaningful to each of them in similar as well as in different ways - all of it should be understood in proper perspective. Only then a good understanding of challenges to democracy can be achieved.

## **Teaching-Learning Objectives**

While transacting ‘Challenges to Democracy’ teachers will be required to focus on the following:

- How to differentiate between democracy and authoritarianism.
- The challenges democracy faces in our country and elsewhere.
- How democracy can become a better and effective in practice.

## Key Concepts

### A. Democratic and Authoritarian

Democracy in general denotes a system of government in which representatives chosen by the people act on their behalf. Such representatives are elected for a period and may seek electors' approval again after the term ends. The system refers primarily to political work, that is, matters of state and related activities. However, similar system is also employed in various non-political activities as well all over the world. For example: social service organisations, educational camps, relief works, cultural programmes, etc.

#### *Activity: Constituting a Mock Government*

The teacher may constitute a mock government in the class, which could be a government 'of the children, by the children, and for the children'. The teacher may allow students themselves to decide the form, content and acts of such a class-government. A group of 15 students may be identified to assume the role of the ruling party while a group of 10 may play the role of the opposition. The rest of the class may act as observers and give their comments. The mock government could begin with the process of election and so on performing a play of sorts. Some of the students of the ruling party may play the role of ministers in charge of various works in the school, while students belonging to the opposition may don the role of constructive 'opposition' suggesting ways and criticizing inadequate/ faulty measures. The observers may also provide constructive arguments on the functioning of the ruling party as well as the opposition. The role of the teacher would be of an observer of the whole transaction. After the performance he/she would analyze the activities, thereby giving a glimpse about the democratic way of governance as practiced in political democracy, although it is more than could be fully enacted in a class room.

The criteria by which a democratic government is identified include the existence of a representative assembly to transform electorates wishes into suitable laws; an executive to implement the laws in harmonious ways; an independent judiciary to see that the laws are enforced and settle disputes of any kind; the right of all citizens to free speech; free, fair and periodic elections; the right of people to form associations for social, educational, cultural, economic or political goals; and encouragement to all sections of society to participate in social and political life without discrimination.

On the other hand, where people have no control over government or over policy making, such government is known as authoritarian. Usually such governments are characterized by the rule of

one party. Military dictatorships and theocratic systems are other significant variants. The citizens of the country have no opportunity to choose government. In some such countries elections are held, but they remain a mere formality to approve the candidates of the ruling party. No organised political opposition is allowed to exist in such countries. When an authoritarian regime also advocates an ideology which the given society has to adhere to covering all aspects of life, that regime is called totalitarian. It refers to complete control over the life of the citizens of the country. In recent history Germany under Nazi rule and the Soviet Union during Stalin era were examples of totalitarianism.

## **B. Whence the Challenge to Democracy?**

At first it would appear that such a system must be acceptable and sought by all. Indeed, 'democratic' has become a common positive adjective for a long time. Today calling someone 'undemocratic' is a formidable indictment, usually generating spontaneous protestations. Thus, democracy as a system of political and social organization is so widely popular that any 'challenges' to it might seem an incongruous idea. If something is so acceptable, so attractive and so widespread among the humanity then whence any challenge to it?

The question is significant because democracy as an ideal is also interpreted in various ways. Even though democracy is accepted as the method for political organization, there is no general agreement on the meaning and features of the criteria mentioned above. Contestations over the content of the principles of liberty, equality and justice are never ending. One view believes 'classless society' as the ultimate goal of liberty, the other considers it just the opposite: the very enemy of liberty. Both views have serious followers, the difference in their numbers notwithstanding. The provision of reservations in jobs and admission to technical and higher education on the basis of caste is similarly fraught with vehement contestations. Thus, the differences of opinions over numerous issues lead some people to most undemocratic positions.

So much so that even settling differences by the method of democracy is also contested. Hence the pejorative term 'majoritarianism'. It contends that a decision by taking the vote of people is not always right. In certain societies or group a majority on the basis of certain common traits such as entrenched vested interests, or racial, religious, linguistic, etc. affinities may decide issues producing unjust results. In such a situation a minority might be condemned to live in lower situation. Examples of such a situation can be seen in theocratic states where the brutal majority of one religionists or a sect put insurmountable hurdles for other religionists or sects; thus creating humiliating living conditions for the minority. However, there is a flip scenario too. In some democratic countries an aggressive and organized minority may also dictate terms to political

parties, seeking their votes, which is discriminating to others not as organized on the basis of faith, sect or identity. Hence the term 'vote-bank politics', used in many democracies of the world, which denotes special favours to some organised minority

***Activity: Learning Political Concepts through Newspapers/Magazines/Radio***

The teacher may ask students to collect information from various newspaper reports/analyses, examples of 'majoritarian' and 'vote-bank' politics. Any newspaper, whether national, local or vernacular can be used, depending on which one is available regularly to a student. One month file of a newspaper and/or a political magazine can also be used to collect such news where these terms are referred to. Students may be asked to study them and single out the arguments and its merit or otherwise with your reasoning. Alternatively, discuss the terms with a local political activist and summarize it in your own words. Visually challenged students can carry out the exercise by listening to the radio news or taking help of parents/teacher /student to identify such newspaper items which could be read out to him or her.

There are many examples in different states all over the world, indicating the challenge to implementation of democratic principles. It indicates that how to follow democratic ideals amicably and justly, with as little friction among the people, is a challenge for any democracy today. The power of organization, ideology media and money are used to further sectarian goals disregarding the wishes and welfare of a vast majority of people everywhere. In every democratic country the rulers as well as the peoples' representatives find it difficult to cope with the pressure and dilemmas in performing their legislative and executive duties. Ideals of justice and the imperatives of electoral politics do not always match in practice. In such situations finding out the right course is a quality of good leadership.

Besides, there are various interpretations of even the basic principles of democracy. Concepts such as economic equality, egalitarian society, social justice or human rights are imprecise notions open to conflicting interpretations. Any political system also reflects more or less the values of a national community at a given time. The criteria it adopts for democratic functioning is also determined in accordance with the national experiences, traditions and prejudices of a given country. Therefore, a particular issue is decided in very different manners in different democratic countries.

Accordingly every democracy in the world today faces different kind of challenges. For example, the USA, the most powerful democracy, and India, the largest democracy, each confront distinct problems, some of which might be totally absent in other country. The issue of race discrimination is a frequent talk in the USA, but never in India. On the other hand, the issue of caste discrimination

or favoritism is alive in India which is non-existent in the USA. Similarly, the issue of official language or the language of higher education is a sore point in India which is not at all in many great democracies.

### **C. Challenge to democracy**

The challenges to democracy could be mentioned as three types.

**1. Foundational Challenge** – It is the challenge of transition from authoritarian to democratic governments. The former communist states such as Poland, Romania, etc are good examples. Many of them are fledgling democracies with poor democratic structures and distortions of democracy. There is an international organisation called ‘Community of Democracies’. It comprises many new democracies, that is, countries earlier under non-democratic regimes but now moving ahead as democracy. They regularly meet and discuss common issues to strengthen democracy in their respective country and the world.

More could be known on the website: <http://www.community-democracies.org/>

However, about one quarter of the globe are still living under non-democratic governments. For example, North Korea and Myanmar. The movement for democracy in such countries is also facing this category of challenge, i.e., how to move successfully towards a democratic system.

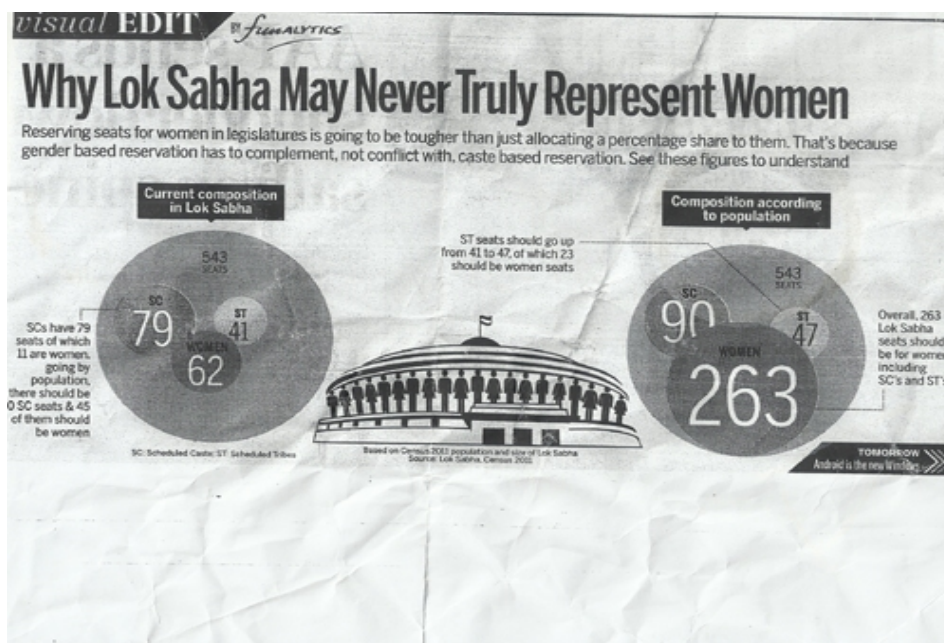
#### ***Activity: Collage Making***

Students may be asked to collect news reports about happenings in China or North Korea from the newspaper files. Students can depend on the newspapers available in their home, as well as from internet, if within their reach. Teacher may explain that only such news are to be collected that relates to social, political, economic, cultural issues and not about sports, diplomacy or international trade, etc. In the process students might understand some features of dictatorial regimes, and also how it differs in a democratic country like ours. Each student would create a collage with such news clipping along with visuals reflecting the situation of the country today. The teacher may select some of the interesting ones to put up on the bulletin board or class-room walls and discuss the issues emanating from them. Thus, students would learn with various examples the features and difference of a dictatorial system from a democratic system.

**2. Challenges of Expansion of Democracy** – This involves application of basic principles of democratic government in the political system of a country. The issues of ensuring greater power to local governments, extension of federal principles to the constituent units of the federation,

inclusion of adequate number of women and minority groups, etc. fall under this challenge. Most countries including India and other democracies such as Canada and USA face this challenge.

**Activity: Analysing Facts and Figures**



**Mail Today, January 16, 2014.**

The teacher may display the above image in class and ask students to analyse the image respond to the following questions:

1. Do you think that adequate representation of women in political institutions can play a vital role in strengthening democracy in India?
2. Do you agree that gender based reservation has to complement caste based reservation? Give reasons.
3. What are the reasons for low representation of women in political institutions?
4. Do you think that political parties are genuinely concerned about representation of women in political institutions?

**Activity: Essay Writing**

The teacher could provide a background on Saudi Arabia to the class focusing on the issue of women not being not allowed to take part in public activities. Minorities have no equal freedom of religion there. Students may be asked to find out more about it from the textbook and other sources such as newspapers and magazines. On the basis of the information, students may write an essay of 500 words describing the challenges to democracy in Saudi Arabia. The teacher will review the essays and select better ones for discussion in the class.

This activity would make students perceive the issues concerning women and minorities from a democratic point of view. The exercise would enlighten students on various facets of democracy.

**3. Challenges to Deepening of Democracy** – This kind of challenge is faced by all democracies in some form or other. Facing this challenge means strengthening of democratic institutions and healthy practices of democracy. It requires a consistent and genuine attempt to bring down the hold of vested interests and power brokers in making government decisions. It also involves making effective arrangements for accountability and due system of reward and punishment for administrators. It is a sore point of democracy that earns it the sobriquet ‘inefficient’ system of government. Public property and public money is considered no one’s money, in the sense that there is inadequate concern for accountability.

***Activity 1: Discussion on RTI***

The teacher may hold a discussion in class on the Right to Information Act in our country. The focal points of the discussion could be: What are the salient features of the RTI Act? What has it achieved so far? What is the general perception about it, its use and misuse, if any, criticism, etc. should be talked with the students? The teacher should allow students to speak more and more, letting ideas and views come from students themselves. The discussion should be based on the teacher only providing the context, corrections and additional information. Finally it can be summed up as a novel ingredient added into the Indian democracy. The discussion would enhance the understanding of the democratic challenges.

***Activity 2: Collection of Information and Discussion***

You may know that every state in our country has Panchayati Raj system with specific terms and duties. Therefore, the teacher can encourage students to identify the working of the Panchayati Raj as it exists and its functions in their respective state. This activity could be done in groups of five or individually. This can be done through identifying and reading newspaper articles, local magazines, looking up for information in the internet, listening to the radio, etc. After collection of relevant information students can be asked to read them and then identify the various ways in which the Panchayati Raj system functions at various levels and its impact on rural society. They should also find out if there is any reservation of seats in Panchayat elections in their state, particularly for women. The teacher may ask students to interact with some members of the community as regards their perception on women’s participation in local governance and whether it has brought about some change in the local politics?

After collection of information, each group may present their findings in class followed by a discussion after each presentation. The teacher and students may sum up the findings collectively.

#### **D. Challenges to Indian Democracy**

From the discussion so far, it follows that we in India face challenges to democracy which is more specific to us. Let us discuss some of them.

1. Corruption at all levels in governance and society. This is mainly due to the helplessness and inability of the common people to check it, despite daily suffering from corruption. Due to practical and historical reasons also the electorates in India feel helpless in checking the negative aspects of the administrative behavior at various places. Poverty and lack of education also perpetuates it. Many political parties either do not care about corruption or use it to their narrow self-interest. This is a major challenge felt all over the country, though in different degree.

2. It is a common complaint that some people occupying public offices prove to be incompetent and even disreputable. Sometimes unscrupulous candidates come to win prominent positions in the political life. Several cases of corruption, favouritism involving political leaders are also a case in point. It is not limited to financial irregularities only. Making ill-conceived laws, institutions, continuing with obsolete regulations, subverting the legal system by various stratagems, negligence of duties, pandering to sectional interests at the cost of the nation and society at large, showing lack of self-respect in public life, etc. are also some important challenges to our democracy.

#### ***Activity: Poster Making***

The teacher may ask each student to make a poster using the news clippings of a full month, exemplifying various challenges to democracy in our country. They should use their own discretion in selecting the items. The collection would be helpful in peer education as students own efforts would be shared in highlighting issues and thus enriching their understanding. In the poster-making, positive news/events may also be taken into account, which would reflect the efforts made by different people towards a healthier democracy too.

3. The continuation of various ills may also be attributed to the educated classes of the country who sometimes appear somewhat self-centered. Some of them suffer from cynicism, believing that nothing can be done about the troubles facing our country. Hence, there may be a lukewarm response to contribute regularly in some way for improving the socio-political scenario. It results in public life continuing with several avoidable maladies.

4. Wasteful and extravagant administration – Expenditure on large ministries, bureaucracy and big establishments is huge with little care to accountability. The infamous term ‘March loot’ is an indication of the disappointing situation. Despite being well-known we have been unable to contain the enormous annual waste.

***Activity: Debate on Judicial Intervention***

Recently the Supreme Court of India debarred convicted persons from contesting elections for legislatures. The teacher could organize a debate in class on the topic ‘Allowing Convicted Persons to Contest Elections for Legislatures; A Challenge to Democracy’. Five students may be identified to speak for the motion and five to speak against the motion. Each student may be given five minutes. The teacher could act as the regulator while rest of the students may play the role of active observers. Students may debate, with their teacher being the regulator, on what kind of challenge to democracy this decision addressed and the efficacy of judicial intervention in tackling corruption. After the debate the observers may be encouraged to voice their opinion on the issues raised by both the groups of speakers. They can thus find out in their peer group as to what other efforts are required in this regard, along with its implications. The role of the teacher would also be to correct students on factual points besides enlightening them on possible consequences of any new proposal suggested by the students.

5. Fickleness and emotionalism in political discourse – In this instance the common people are less to blame. Divisive politics in the name of regionalism, casteism and communalism are chief variants of this challenge. For securing votes and winning the office of government all kinds of divide and rule is employed by political leaders. This is sustained by narrow and self-serving ideologies of dominant intelligentsia. Sectarian slogans and programmes of political parties, with several intellectuals actively or passively supporting them, ignoring the national interest, best exemplify this challenge.

***Activity: Essay Writing on Local Challenges to Democracy***

The teacher may ask students to write an essay of about 500 words on ‘The Challenges to Democracy’ in their respective town/city/village or immediate surrounding area. They may reflect on the local to the state level, judging themselves what type of challenge to democracy tops the chart in the region. The teacher would make an assessment of the essays in terms of issues raised, students understanding of democracy and challenges to it, etc. This exercise would help students learn the rudimentary method of social observation for academic purposes.

6. A good democracy also requires due attention to its citizens with special needs. Foremost among them are disabled people. Many of them face open or subtle humiliation on various occasions, whether at work or in the locality. Although much has been done to improve the situation since independence, considerable challenges still remain. The Government and the Supreme Court of India have announced and decided measures to ensure fair treatment to citizens with various disabilities. For instance, reservations in jobs at suitable situations. Some corporate groups and enterprising individuals are also working to create ways and means for better integration of disabled people into the mainstream.

The challenges to democracy cannot be uniform or within an exhaustive list to cover all countries and societies. We have discussed some of them to identify the basic theory and related issues. Students may move further on these bases and enlarge their understanding with self-learning and sharing it with each other.

### **Suggested Readings**

Rajni Kothari, *Politics in India*, New Delhi: Orient Longman, 1970

Rajni Kothari (ed.), *Caste in Indian Politics*, New Delhi: Orient Longman, 1970

Pratap Bhanu Mehta, *The Burden of Democracy*, New Delhi: Penguin India, 2003

Karl Popper, *The Open Society and Its Enemies*, New Jersey: Princeton, 1971

S M Lipset, *Political Man*, New York: Doubleday and Co., 1960

Ernest Barker, *Principles of Social and Political Theory*, New Delhi: Oxford University Press India, 1978

(Except the third one, all the above books are also available free to read on Internet)

### **Film**

*Rajneeti*, Directed by Prakash Jha.

# **ECONOMICS**

## Teaching Economics

Economics is taught as a part of social science curriculum at the school level. The subject is taught in an integrated manner at the upper primary stage (VI-VIII) and is interwoven with Political Science as "Social and Political Life". At this level, children are introduced to the topics of economics by way of narratives relating to livelihood, markets, concept of 'work', and economic role of government etc. The themes are dealt with interdisciplinary perspectives considering political, social and historical aspects in an infused manner of learning. Here, the social science students are exposed to development economics i.e. how development is measured, indicators of development and investing in human as a resource. At the Higher Secondary stage economics extends itself through the disciplinary route where four courses are offered to the students who wish to pursue the subject in higher studies. These courses are: Statistics for Economics, Indian Economic Development, Introductory Microeconomics and Introductory Macroeconomics.

The recommendations of National Curriculum Framework 2005 marks a paradigm shift in the approach to learning of Social Sciences and specifically states ".....The disciplines that make up social sciences, namely history, geography, political science and economics have distinct methodologies that often justify the retaining of boundaries....social Sciences teaching needs to be revitalized for helping the learners acquire knowledge and skills in an interactive environment. The teaching of Social Sciences must adopt methods that promote creativity, aesthetics and critical perspectives and enable children to draw relationships between past and present, to understand changes taking place in society" (NCF 2005: 51, 53-54).

The objective of teaching and learning of economics, when seen in this light, is to extend the understanding of learners about various economic issues from the multi – dimensional perspective. Learning of economics is not merely an acquisition of knowledge about economic theories but to widen their understanding/thinking to become an informed member of the society in their personal and professional pursuits. The subject provides the scope for reasoning with logical ends, moving away from linear thinking and draws its application to the economic realities of daily life.

## **ITPD in Economics**

Professional development is the enrichment programme in content and pedagogy. Becoming an effective teacher or teacher as a facilitator is continuous process and not simply a time bound activity and a series of events. The ultimate beneficiary of teacher professional development is the student though the receiver is the teacher.

The aim of ITPD in economics is to:

1. Enrich and update teacher's knowledge in economics education as a part of composite social sciences curriculum at the secondary stage.
2. Understand and update their knowledge on social issues.
3. Transform the existing teachers learning practices towards learner centric/friendly strategies such as learning by doing, experimenting, reflecting, exploring and applying in different contexts.
4. Prepare teachers to address the concerns of marginalized and other groups to overcome discrimination in their classroom.
5. Inculcate interest in educational innovations in economics teaching- learning/economics education.

## **Modules**

Two modules have been developed as exemplars for the package. They are: 'Development' and 'Money and Credit'.

In the first module, development has been discussed in a comprehensive manner using thought provoking questions to understand the contribution of various factors in development. The module is focuses on overall wellbeing of an individual in terms of education, health, equality of opportunity irrespective of sex, caste and ensures people's participation in decision making. The module critically addresses the various concerns like "Do you think there is a need for re-examination of strategy pursued so far and initiation of steps to increase agricultural productivity?" to develop the logic, reasoning and analytical skills in the learners. Three main points which have been discussed are: Indicators of development, Contributions of three sectors in the development process and sustainable development by including goals of millennium development, rural development, and inclusive development. Sustainable development has been discussed in detail to

demonstrate how these topics can be effectively dealt to promote growth and ensure structural change in economy. Further it has been asked to explain why UNDP report focused on empowerment of women. And why has development not spread evenly across the countries? Topics like rural development, inclusive development have been dealt for social inclusion.

In second module the concept of credit and issue of its availability to all, especially the poor, and on reasonable terms has been explained with the help of case studies and examples. It has been emphasized that this is the right of the people and without which a large section of them would be kept out of the development process. With the help of role play and discussion, evolution of money has been explained and what to assess is also discussed. Through activity and discussion, methods of payments have been explained. The project work is suggested for finding out the influence of the bank on the lives of people and what to assess the learning of learners is also discussed.

With the help of activities, we can learn together in a participatory mode.

# Transacting Development

## Overview

Development is a multidimensional concept, which is required for economic advancement as well to secure changes in social structure, attitudes and institutional frameworks. It is needed to provide people with basic necessities and ensure a degree of self esteem. The scope and coverage of development is wider than that of economic growth. It leads to acceleration of economic growth along with minimization of inequality and eradication of poverty.

The module takes into account, the distinguishing aspects of developing countries and refers to the process of structural changes necessary for raising the living standard of an individual across the country. Development of any country is influenced by natural resources, economic as well as non-economic factors. In this connection, factors causing low productivity in agriculture, weak manufacturing sector, and low growth of job opportunity in the service sector have been analysed. For the development of rural areas, various schemes for securing livelihood and employment guarantee have been taken up for deliberation. The concern for development now lays emphasis upon the human factor and has been reflected in the Millennium Development Goals, Human Development Index, and Gender Development Index. Various measures have been suggested for achieving development and this requires that environmental concerns be given adequate priority to make it sustainable.

## Teaching Learning Objectives

While Transacting 'Development' teachers will be required to focus on the following:

- The meaning of development and how do we differentiate it from growth?
- Drawing comparison between the new and conventional meaning of development.
- Analyse the various aspects of development indicators?
- Develop awareness on United Nations Millennium Development Goals.
- Understand critical issues such as people- centered approach with respect to development?
- Study the contribution of three sectors in national income and establish causal connections among them for achieving the desired level of growth?
- Create awareness about schemes which focus on rural development?
- Environmental concerns that need to be taken into consideration for ensuring sustainable development?
- Develop an understanding of the inclusive aspect of development?

## **Expectations from the Theme**

One of the objectives of the module is to provide a platform for discussion on key issues related to development. The module brings economic as well as non- economic factors to the forefront and creates opportunities for organizing debate and discussion in the classroom. The students will be able to comprehend the multidimensional aspects of development and relate to economic realities and how they impact development. They can also explore the contribution of various factors of production in the process of development.

The module includes quantitative data to study the trend and challenges various aspects of emerging in the field of development. The students can interpret the data and visualize the various aspects of development of the country. They should be able to understand why there has been a shift from income approach to people centered approach. Will inclusive growth help in reaching the people belonging to marginalized group? In the end, suggestions regarding sustainable development have been advocated to sensitise the learners towards the judicious use of resources.

## **Key Concepts**

### **A. Meaning of Development: New and Conventional**

Development in the conventional sense meant an annual increase in gross national product at the rate of 5%-7% or more. It also looked into the mode of production where the share of agriculture declined in gross domestic product (GDP) while that of manufacturing and service sector has increased. These measures of development do not refer to social indicators like gains in literacy, schooling, and health condition and so on. Therefore, the traditional indicator for development appeared narrow in meaning as it ignored widespread poverty, unemployment, inequality in the distribution of income, violation of political freedoms, neglect of women, threat to environment and sustainability of our economy and social lives.

Economic development, as understood today, is a process of growth along with changes which adds to the wellbeing of its citizen. Therefore, economic development refers to redistribution of resources along with growth which also means well being of an individual particularly belonging to low status, eradication of mass poverty, greater participation of people in decision making, gainful employment of population and reduction of inequality in society. Development is needed to provide people with their basic necessities and ensure a degree of self esteem and freedom.



Amartya Sen received the Nobel prize in 1998 for his contribution in development economics ‘Social Choice theory’. His work on the causes of famine revealed that thousands might not have starved to death as production of food grain had not diminished. He held that there was loss of lives on account of artificial scarcity created by then government. One of his important contributions relates to ‘Human Development Index’ (HDI) which measured the well being of an individual and enabled comparison of welfare index across the countries. He also contributed in the field of gender equality. He is enormously acknowledged by theoretical, empirical and policy economists. Amartya Sen in his book ‘*Development as Freedom*’ held that freedom of man is the main objective of development. The objective of development relates to the valuation of the actual freedom enjoyed by the people. He further added that instrumental role of freedom necessities economic facilities, political freedom, social opportunities, transparency in governance and security of an individual.

### ***Activity: Debate***

Teacher can select eight students in the class or the students can volunteer to participate in the debate. Four students can speak in favour of the topic and another four students will speak against the topic. Each participant will be allotted five minutes. At the end of the debate, rest of the students in the class can ask the questions from the eight speakers

Topic for the Debate: Do you agree that instrumental rights, opportunities and entitlements have strong inter- linkages for development?

#### **I. Highlight the following points**

- What is economic and political freedom?
- How do they reinforce each other?
- Whether the provision of education and health care requires state intervention?
- Whether education and health complement individual opportunities in decision making, and thereby avoid economic deprivation.

**Hints:** These questions will help students to reflect upon the various linkages in development.

Students can be assessed on the basis of their argument raised in the debate.

The question asked by the audience and the reply given by the speakers can also be assessed

## **B. Indicators of Development : The Social Factor**

The growth of national income was considered an important unit of measurement of the growth of any country. This method of measurement was criticised on account of its various limitations in terms of ignoring goals like education particularly for girls, health, employment, equity, social justice and inclusive participation by the mass. In recent years, an alternative has been suggested which led to computation of Human Development Index, Gender-related Development Index such as Gender Development Index (GDI) Gender Empowerment measure (GEM) and so on.

The **Millennium Development Goals** are time bound programmes to achieve the targets of reducing poverty in its different dimensions across the countries. In 2002, the United Nations millennium campaign initiated a practical solution for achieving the millennium development goals. What could be these goals? Why do you think that the goals are important? These dimensions are income poverty, hunger, disease, lack of shelter and exclusion while promoting gender equality, education and environment sustainability. They are basic to human rights- the right of each person to health, education, shelter, and security as pledged in the Universal Declaration of Human Rights

The goals are important because they are the fulcrums on which the development policy of various countries has been based. For a country with huge population of a poor people, they represent the means to a productive life, economic growth and achieve further development

### **Millennium Development goals are:**

Goal 1: Eradicate extreme poverty and hunger

Goal 2: Achieve universal primary education

Goal 3: Promote gender equality and empowerment women

Goal 4: Reduce child mortality

Goal 5: Improve maternal health

Goal 6: Combat HIV/AIDS, Malaria and other diseases

Goal 7: Ensure environment sustainability

Goal 8: Develop a global partnership for development

*Source: UNDP 2002*

One size does not fit all. The situation of countries differs from each other. Some countries suffer from the problem of poor governance marked by corruption and denial of human rights. Progress could be seen in some parts of the country and not all. The economy is too poor to make the needed investment. The practical steps to achieve the goals in each country should be diagnosed, planned, focused and combined with suitable support from the international community.

### ***Activity-Discussion***

The teacher can divide the class into groups. Assign one question to each group. The teacher should ensure that all the children get equal opportunity to actively participate in the discussion

- (i) Which of these goals are difficult to accomplish?
- (ii) Which of these goals are relatively easy to achieve?
- (iii) Can you suggest some other goals needed for development?
- (iv) How would you try to achieve these goals?
- (v) Is it necessary to have goals to achieve development?
- (vi) Why have these goals been framed by the U.N.?

Students can be assessed on the basis of their contribution in the team. Do they actively contribute or sit as passive learners? Are they able to critically reflect on the issues generated in the question? The students should be able to answer why these goals relate to social sectors with a focus on poverty alleviation, gender empowerment, education and sustainable development

### **Human Development Index**

The United Nation Development Programme (UNDP) introduced the Human Development index (HDI) under the guidance of Mahbub ul Haq. The index focuses on three main points- (I) the education index (ii) the health index (iii) the income index. Over the years many related indices of human development like Gender- developed index (GDI), Gender empowerment Measure (GEM), Gender Inequality index (GII) have been developed. In 1995, GDI was developed on account of existing inequalities between men and women. In case of India, certain states like Goa, Kerala, Delhi, Himachal Pradesh perform well on GDI while Bihar, Madhya Pradesh, Orissa, Uttar Pradesh, Rajasthan are low performers in GDI.

The GEM indices focused on their political participation (number of women in the parliament), economic participation (women professionals), and they have control over economic resources both inside and outside the house. These indexes were developed for bringing about equality between men and women is vital to the development of an economy. It promotes women role as an agents of change in society. They tend to study women's disadvantageous position in terms of empowerment, activity and reproducible health. At the policy level importance is given to work and labour market participation for women.

### ***Activity 1: Discussion***

Initiate a discussion in class on the factors responsible for low GDI in Bihar, Orissa , Madhya Pradesh, etc.

Teacher can procure a data from Census Report 2011, economic survey, and identify development indicators such as health, education

Students should analyse the data mentioned in the census to find out the reason for the low score of GDI in the four states

Students should be made to understand the various reasons for low participation of women in the workforce and to encourage women empowerment for the development of the country.

### ***Activity2: Make a Case Study***

Students can be asked to make a case study highlighting the empowerment of women in the process of development. The photographs can be collected from newspapers, magazines and picture from website.

This includes education, ownership right, employment opportunities and their participation in labour market. Women are increasingly seen as agents of change, the dynamic promoters of social transformation that can alter the lives of both men and women. Empirical evidence has shown that respect and regard for woman is strongly influenced by her ability to earn an independent income, to find employment outside home, to have ownership right and participate in decision making inside and outside the family.

(i) Why do you think empowerment of women is needed for the development of society?

(ii) What is gender inequality index (GII)?

(iii) Identify women in vicinity who would be regarded as an agents of change.

(iv) Prepare a case study of a woman in your locality.

Find out her family background, education background, marital status, family income and her contribution in the society

### C. Development across the Countries

It has often been argued that countries pass through certain phases during the course of development- initially to start as primary producers and then when basic necessities of life are met, the resources shift towards production of manufactured goods and tertiary activities. The categorization of countries into low income, middle income and high income has been based on their engagement in three sectors. The low income countries are those where majority of population are engaged in primary production. In case of middle income countries, secondary sectors provide maximum employment. High income countries engage high percentage of their population in service sector.

Following table shows the distribution of employment across the sectors and categorise the economy into low- income, middle income and high income countries.

#### **Activity : Interpretation of Data**

Distribution of employment, by Sector (percentage)

Countries	Agriculture	Industry	Services
Low income	61	19	20
Middle Income	22	34	44
High Income	4	26	70

Source: International Labour Organization, 2009

#### **Discuss the data in the group and find out the following;**

Compare the percentage of population engaged in agriculture in low income and high income countries.

Compare the percentage of population engaged in industry in low income, middle income and high income countries.

(i) Where do you find maximum number of people engaged in primary sector?

(ii) Where do you find maximum number of people engaged in tertiary sector?

(iii) Why do low income countries have subsistence farmers (produce for themselves), tenant farmers (with no land right) and landless labourers (selling their labour in their daily market)

These are some of the sample questions raised on the data. Class can be divided into groups and one group may be asked to raise the questions and other group has to answer them. In the second round the groups can be asked to exchange their role for raising the question and answering them.

Marks can be given to correct answers and in the end group should be given the credit.

Peer evaluation: Students can evaluate each other's work

#### **D. Contribution of Three Sectors in Development- Primary, Secondary and Tertiary**

##### **Primary Sector**

**Agriculture** remains an important sector in the Indian economy. In the year 1951, 70 per cent of the population was engaged in agriculture. By the year 2007-10, 46 percent of the male workers and 65 percent of the female workers were still dependent upon agriculture. Still, there is a heavy pressure of population on land, the demand for food has increased at a faster rate. Low productivity in agriculture tends to retard development in other sectors. If other sectors are to be developed then labour needs to be fed through the generation of marketable surplus in agriculture. In the last decade, the contribution of agriculture in net domestic product has declined from 53 per cent in 1950-51, to 29 per cent in 1990-91 and further 14 percent in 2011-12. Find out why is it so?

##### **Activity: Essay**

**Students can be asked to write an essay highlighting the problems faced in agriculture sector.**

##### **Hint:**

1. The agriculture sector provides market for industrial goods and earns foreign exchange.  
How is it so?
2. Since land is fixed in supply how can we increase the agricultural productivity?
3. Green revolution

Refer how green revolution proved advantageous to large farmers only.(Raise the issue of inequality between have and have not's) in the discussion. Explain how green revolution helped the government to maintain the stock to ensure stability in the economy?

Include the contribution of women in the development of agriculture

Over a span of one week, five essays can be shortlisted by the students to be placed on the bulletin board. Other students can read them

The increase in production of food grain was possible on account of the use of high yielding variety seeds (HYVs), fertilizers, pesticides as well as regular supply of water. Rich farmers benefitted from the use of HYV seeds, fertilizer, pesticides, and irrigation facilities.

**Activity: Write a paragraph (300 words)**

**Students may write a paragraph on the following:**

**Do you think there is a need for re examination of agriculture strategy pursued so far, to increase agricultural productivity?**

Discuss in terms of (i) land reforms,

(ii) Cooperation and consolidation of holdings

(iii) Institutions involving people's participation in planning

(iv) Institutional credit

(v) Procurement of support prices

(vi) Subsidies to agriculture

(vi) Food security system

Students should be able to present their argument substantially in writing. The best paragraph can be read out in the class.

### **Secondary Sector**

Manufacturing is an important activity in the secondary sector. It has been divided into two parts i.e registered and unregistered. The units under registered manufacturing have grown and contribute to

gross domestic product. The unorganized sector has suffered a setback so it needs a relook to generate employment for the mass.

### **Activity 1: Reading and Analysing News Item**

1. Students can identify similar news items and can present them in the class. Discussion can be initiated to find out the reason for the weak performance of manufacturing sector.

**Activity 2: The teacher can bring different items like toys, stationary items, electronic goods in class.**

Students may observe the details of each product- such as:

- (i) date of manufacture,
- (ii) manufacturing safety norms,
- (iii) quality of products

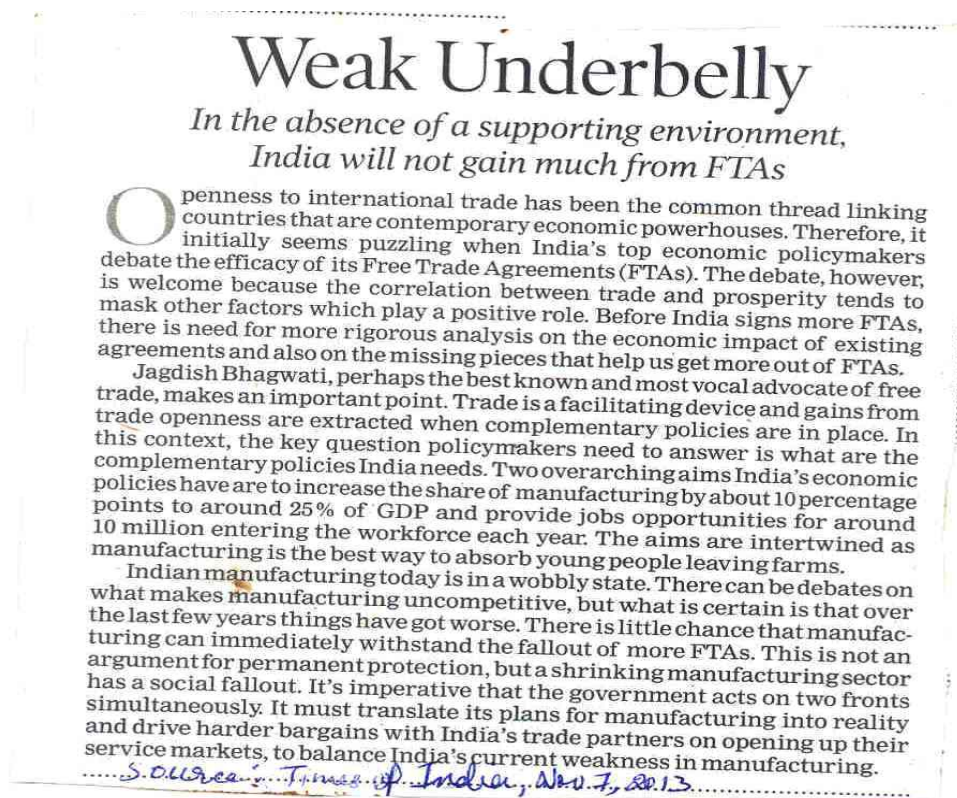
What do these indicate?

**For reflection: Can these products be made locally?**

Students should be able to understand the problems faced by the manufacturing sector.

### **Activity: Analysing News Item**

The Teacher may display the new-item in class and ask Ssudents to read and the analyse it.



What are the challenges faced by the Indian manufacturing sector.

**Hint:** One reason could be absence of quality infrastructure like road, electricity, and telecommunication and so on. Indian firms continue to stay small or in the unorganized sector to avoid regulation and taxes. Low productivity gives them little incentive to grow and upgrade their unit into small and medium enterprise. Various credit facilities like angel investors, venture capital and impact investors are still in a nascent stage to provide credit facilities to the entrepreneurs.

## Service Sector

### Sectoral Composition of Growth

#### Share in GDP (%)

	Average of 2007-12
Agriculture	15
Industry	28
Services	56

**Source:** Reserve Bank of India, Handbook of Statistics on Indian Economy 2011-12

#### *Activity: Interpreting Data*

Students can be asked to **interpret the above data in the classroom.**

After interpretation students can be asked to ponder whether employment opportunities, too, have increased in the service sector. If this was so, would our country have faced the problem of unemployment?

#### **Hint:**

1. The above mentioned data reveals the service led pattern of economic growth in our country. Economists have pointed out that rapid growth of service sector has moved the economy to higher level of development. However, an objection has been raised for service led growth regarding its sustainability and growth over a long period of time.
2. There is a need to make provision for quality education and acquisition of skill for the growth of service sector. High end services in information technology, software development and finance necessitates qualification in higher education. Mid level services such as retail trade, hotels and restaurant services also require adequate skilling of the labour force

At the end of the session the students should be able to analyse the rising contribution of service sector in the economy.

## **E. Rural Development**

Rural development is of prime importance as more than two- third population of the country lives in the rural areas. One third of the population still lives in abject poverty. The various plans and policies made an effort to develop the rural areas through community development projects but it did not provide adequate opportunity to rural people to increase their per capita income. We still find rural-urban divide and migration of population from rural areas to urban areas. Growth of rural economy requires infusion of capital to purchase seeds, fertilizers and other input to add to the productivity in the field. Several banks have made provision of soft loans for farmers but they have not much benefitted from it. Government thus, has initiated several schemes to secure their livelihood, and develop infrastructure to guarantee employment. Some are listed below:

### **Mahatma Gandhi National Rural Employment Guarantee Act**

The flagship programme of the Government aims at enhancing livelihood security of household in rural areas by providing at least 100 days of guaranteed wage employment in a financial year to every household whose adult members volunteer to do unskilled manual work with the stipulation of one-third participation of women. The MNREGA provides wage employment while also focusing and strengthening natural resource management through marks that address causes of chronic poverty like draught, deforestation, soil erosion and encourage sustainable development.

### **Rural infrastructure and development**

Rashtriya Mahila Kosh (RMK) provides a micro credit in a quasi informal manner, leading to intermediate microcredit organization (IMO) across states. It focuses on poor women and their empowerment through the provision of credit for livelihood related activities.

**Rural infrastructure and development programme** for achieving high degree of rural urban integration and an even pattern of growth and opportunities for the poor and disadvantaged section of the society.

**Bharat Nirman**; launched in 2005-06 by the Government to provide basic amenities and infrastructure to rural India has six components: irrigation, roads, housing, water supply, electrification and telecommunication connectivity

**Pradhan Mantri Gram Sadak Yojana (PMGSY)** was launched in Dec 2000 as a fully funded

sponsored scheme with the objective of providing connectivity to the digital unconnected habitations in the core network. With a population of 500 person and above (as per census 2001) in plain areas and 250 person and above in hilly states, tribal areas, desert areas, rural drinking water. About 73% of rural habitations are fully covered under the provision of safe drinking water in rural areas as measured by habitations with the provision of atleast 40 litres per capita per day of safe drinking water.

**Source; Economic Survey 2012-13**

**Activity 1: Poster Chart**

Ask students to make a poster chart on the schemes available for the development of the rural areas (students can use sketches and paint to make it colourful)

**Activity 2: Collage**

Students may be encouraged to make a collage highlighting the impact of schemes on rural areas. One such collage has been developed and given below:

Students can be assessed on the basis of the information and creativity generated in their poster or collage.



**Source: The Hindustan Times, December 29, 2013**

**Hints:**

- Do schemes and programmes always have a positive impact on lives of people?
- How are women and people belonging to other disadvantaged groups impacted by the implementation of schemes in rural areas?
- Ask students if they are aware of any such cases where families have been impacted by such schemes and programmes.
- What are the barriers to the implementation of such schemes?

**F. Environmental Concerns for Sustainable Development**

Economy and environment are interdependent and need each other for sustainable development. The concept of sustainable development was highlighted by the United Nation Conference on Environment and Development. It has been explained as meeting the need of present generation without compromising the need and ability of the future generation. It is manifested in terms of human development as it includes individual choice and facilitates participation in decision making.

In more specific terms it secures livelihoods for the poor in a way that minimize resource depletion, restricts environmental degradation, check cultural disruption, and social instability. It provides for employment, food, energy, drinking water for all. It also ensures the growth of agriculture, manufacturing and service sector in a way to minimize environment degradation. Translating the vision of environment sustainability requires that environment concerns are given high priority in the development plan.

***Activity 1: Makng a Brochure***

Divide the class into groups and ask each group to make a brochure on a particular scheme. The brochure should highlight the aims, objectives and implementation of the scheme; it should also provide information on the different categories of people it is likely to impact. After preparation of brochure, each group will present it in class and will be open to discussion with other groups. This activity is likely to generate response as regards impact on rural development.

***Activity 2: Essay. Students may be asked to write an essay of 500 words on the following:***

*Urban planning-* Imagine you are a principal of your school. How would you make the school environment green?

*Water conservation programme* – Suppose some of the water bodies in your neighbouring area has become dirty and polluted. Suggest measures to reduce pollution in that water body to make it sustainable for the future generation also.

*Community participation*- Prepare a plan for sustainable water conservation to seek community participation. Conceptualise the plan, identify its aims and how will it be implemented? Do you agree that participation of all is needed to secure safe and healthy environment?

## **G. Inclusive Development**

In India, the benefit of growth does not always reach all the people especially the SC, ST minorities and physically challenged groups. Gender inequality too remains a pervasive problem as structural changes taking place in society have adverse effects on them. The incidence of poverty among certain marginalized groups for example scheduled tribes has hardly declined. Therefore individuals belonging to these groups should be provided with an opportunity to develop their skills and participate in the growth process.

### ***Activity 1: Discussion***

Initiate a discussion in class and analyse students responses on the “whether Inclusive development includes social inclusion as well as financial inclusion or both” Before initiating a discussion students need to refer a economics dictionary in their library and find out the meaning of the following terms:

- a. social inclusion
- b. financial inclusion

### ***Activity 2: Essay***

Students can be asked to express their views on the following themes:

Can development activities be implemented without degrading the environment?

Whether livelihood of the poor can be secured without destroying the environment?

Do you agree that there should be more ‘people centered approaches’ for development?

All the students should be asked to write an essay. They should also be encouraged to read each other’s essay

### **Activity: One minute talk**

Students can be asked to suggest measures that can be taken by school administration to make the school and classroom environment disable friendly.

Students can be assessed on the basis of their suggestions to make the classroom green

### **Conclusion**

The process of development thus entails economic and social transformation within countries. A comprehensive set of human development index have been evolved to monitor their performance. The task is challenging but cooperation between countries could ensure sustainable development for the present as well as future generation.

We conclude by Sen's views of development, *when there has been an improvement in basic needs, when economic progress has contributed to a greater sense of self- esteem for the country and individuals within it, and when material advancement has expanded people's entitlements, capabilities and freedoms.*

### **Suggested Readings:**

- (i) Puri, V.K, S.K Misra (2013) *Indian Economy*, Himalaya Publishing House, New Delhi.
- (ii) Thirwal A.P (2011) *Economics of Development* Palgrave Macmillan Books Published by NCERT.
- (iii) *NCERT class XI Economics, Indian Economics Development* ( 2006)
- (iv) NCERT class XI Economics, *Economics* (2006)
- (v) Chakravarty Sukhamoy (1994), *Development Planning The Indian Experience*, OUP, Delhi
- (vi) Kapila Uma (ed) (2006), *Planning and Role of State* (ed Notes) Indian Economy Since Independence.

## **Books by Amartya Sen.**

- ~ *On Ethics and Economics*, New Delhi, Oxford University Press, 1987
- ~ *Development & Freedom*, Oxford , Oxford University Press, 1999
- ~ *India Development & Participation*, New Delhi, Oxford University Press, 2002 (with Jean Drèze.)
- ~ [\*The Argumentative Indian\*](#), London Penguin , 2005

# Transacting ‘Money and Credit’

## Overview

Money is a financial instrument that can fulfill the functions of medium of exchange, unit of account and store of value. Money serves as a medium of exchange when it is accepted by both the consumer and producer as a means for purchasing goods and services. As an unit of account, in terms of money we should be able to compare the worth of one object with the worth of another. Money can be saved for future use and therefore will have store of value. The term money supply refers to cash in circulation and the amounts that people and businesses have in bank accounts. The money when used to intermediate the exchange of goods and services it serves the function of medium of exchange. In the Barter system, inefficiencies occurred with respect to the transaction of goods and services mainly because it required double coincidence of wants. Money serves the function of unit of account as it is a standard numerical unit of measurement of the market value of goods, services and other transactions. It needs to be divisible into smaller units without loss of value; one unit must be perceived as equivalent to any other and also should be of a specific weight, measure or size. The store of value function enables money to be reliably saved and stored.

The role of money in a modern economy, its different forms and its linkages with various institutions such as banks is to be discussed. Credits are required for various purposes by people. Banks and other institutions play a major role in providing credit. Credit may create a virtuous cycle by way of providing productive investments, higher income streams and higher standard of living that will be leading to more productive investments contributing to development. At times credits may create a vicious cycle of indebtedness, poverty and debt-trap leading to increased poverty.

## Teaching-Learning Objectives

While transacting ‘Money and Credit’ teachers will be required to focus on the following.

- The concept of money, its evolution and importance.
- Why money has value and how it facilitates exchange and specialization.
- Modern forms of money and their link with banking system.
- Concept of credit, what are the aspects that one looks at in any credit arrangement and how this affects people.

- The role of credit enabling students to realize that credit is the right of the people.

## **Key Concepts**

### **A. Evolution of Money**

During the prehistoric age, humans generally settled in smaller communities where they relied on each other to survive. In primitive communities everything was shared among themselves and therefore no trade existed. Later, they entered into exchange of goods between communities. The earliest forms of bartering existed in the form of exchanging cattle. Trading in the barter system became difficult mainly because it was based on the *double coincidence of wants*. Cowry shells found in the Pacific and Indian Ocean came to be used as currency. These were traded for everything from clothing to food until the 20<sup>th</sup> century. The earliest known metal currency which replicated the cowry shells in bronze and copper was introduced by China which was later transformed into coins with holes. Later on, China created leather money and pioneered in the introduction of paper currency. This enabled people to trade without carrying heavy metals to the market.

**Gold standard:** Paper currency was represented in form of certain amount of gold. This enabled people to pay for goods and services with a piece of paper, which could be used for exchange with the bank for its weight in gold or use it to pay for some other goods or services. This was introduced by England in 1816, and was followed by Australia, Canada, France, Germany and the United States. The gold standard fell apart after the great depression. The paper money could no longer be converted into gold. This was used for international transactions. Under the gold standard, a price is set for gold in terms of the currency prevalent and would buy and sell gold at that price. Other precious metals, especially silver were also used to set a monetary standard. The combination of using gold and silver standard is called bimetallism.

**Fiat Money:** When the transaction between the countries increased, due to the scarcity in gold it became difficult for the countries to enter into trade using gold standard. This led to the introduction of Fiat money. Paper money did not have any intrinsic value. It was backed only by good faith of the issuing authority. It came to be known as the fiat currency. Fiat money acquires the value of any of the goods and services that it may be traded for within the nation that issues it. The value of money attains strength as the economy in the country gains strength. Unless we are able to buy a desired good or service money does not attain any value. When a country prints money with no consideration of the goods and services it has, the money value goes down. People would not desire to keep money as it will not be able to attain goods and services at the same value.

**Plastic Money:** Cards have been introduced instead of cash for use in transactions. The hard plastic cards that are used in place of the actual bank notes are called plastic money. They are in different forms, namely cash cards (ATM cards), credit cards, debit cards etc. Credit cards were introduced in 1966 when Bank of America established the AmeriCredit brand which later came to be known as Visa. This allows the user to purchase goods and services directly. The credits with certain limits are provided to the credit card users for purchases by the bank. The card holder can avoid any interest charges for the credit amount that it uses by paying the balance off in full each month. Money can be withdrawn directly from accounts in the bank, via Automated Teller Machine (ATM) using cash cards. Debit cards also can be used for purchase of goods and services but is limited to the amount that the person has in bank account.

***Activity: Role Play***

This activity will enable students to understand the importance of money and how it evolved.

- Let some students assume different roles such as that of cobbler, carpenter, doctor, fisherman, artist, cook etc. While others can act as spectators.
- They are ready to sell their products and services and have to purchase commodities or services in return. Nothing is assumed to have the value of money.
- Give them different situations to start the exchange, say for example:

*‘Radha who is a carpenter falls sick and wants to take the services of the doctor. Dr Rekha does not require any carpentry work at her place which Radha is ready to offer in return for the doctor’s services. Instead the doctor needs services of the cook. The cook, Ramu is in need of utensils for cooking and he is ready to cook food in return. The cobbler is in need of furniture for which he shall give the utensils that he has. The cook and the fisherman are in need of these utensils and are ready to provide food and fish in return.’*

- Let the students enter into buying and selling of the goods and services they have.
- After completion of at least one transaction process by each one of them, call them for discussion.

### ***Discuss***

After the role play, a discussion can be done with regard to the different problems they faced while arranging a deal. Ask the students who were viewers of the exchange activity to explain the process and the problems they could find in the transaction process. Questions like: Was it time consuming? Was it at times impossible to sell the product? etc can be raised. Discuss on the need of having *double coincidence of wants*.

The enactment of exchanging in the absence of money helps the students to overcome the difficulty of imagining a situation where money didn't exist and the problems involved in having multiple exchange values, thereby highlighting the importance of money.

### **B. Value of Money**

The real value of money is determined by the goods and services money can buy. Just any product has a value due to its limited supply and demand for it, money also is limited in supply and there is a demand for it. People keep money as they know that others need it and therefore it can be used to get goods and services from them in return. Even if the money supply is doubled by way printing more currencies if it is not backed by goods and services, it will not make people better off. The value of money will move down and the prices of goods and services increases.

### ***Activity: Back to the Role play***

- Introduce the concept of money.
- Let the students enact the same role play, now by using money.
- They can decide the value of their respective products in terms of rupee and use paper notes and coins to enter into exchange.
- After the role play have a discussion

### ***Discuss***

Discuss on the value of the paper notes and coins each one had. Ask if they are finding any difference? Is it more convenient? How did each one of them fix the value for their respective commodities? What would they do if the consumer of their commodity was not ready to pay the price they had fixed?

Students should recognize that as a medium of exchange, money is recognized by all parties as a means of payment. As a unit of account money provides a commonly accepted unit for measuring the value of every goods and service.

Remind the students that money is used for the purpose of exchange, and is worth something only because everyone agrees that it can be accepted as payment.

Discuss with students if they could print their own money and use it to pay for things- why or why not? An understanding of the value of money enables the students to consider the fact that the value of money differs depending on where the money is being spent. They will consider that different goods and services cost different amounts of money in different regions of the world. Finally the students develop an understanding that the value of a rupee is determined by where the rupee is spent.

### ***What to assess?***

During the conduct of the activity and discussion, teacher has to look for the learners understanding of the concept of money, how money is important to facilitate exchange and the intrinsic value of money. They should be able explain why some things can be used effectively for money and something cannot. Check whether they are able to ascertain values for their respective products and decide upon the value they are ready to give for the commodities they are in need of. Their ability to reason out money as a medium of exchange, critically evaluate and collaborate with each other in the given situation can be used as indicators of learning.

## **C. Banks and Credit**

Banks and other financial institutions provide a place to safely store money, enable customers to write checks, pay bills or send money to other people and also provide loans to people. Banks acts as financial institution that accepts deposits and uses those deposits for lending activities thereby coordinating the actions of savers and lenders on the one hand, and borrowers and investors on the other. It facilitates investment that is critical to a growing market economy.

### **Reserve Bank of India**

Reserve bank of India is the central bank that controls money supply in the economy. The primary function of RBI is issuing of currency on behalf of the government. It also acts as adviser to the government with respect to the monetary policies and regulates the money and capital markets by changing the supply of money. For ensuring the smooth functioning of the commercial banks it acts as a clearing house and as a lender of last resort. Through the monetary policies, the central bank of the country brings in changes in the supply of money and the availability of credit. Any change in money supply can influence overall levels of spending, employment, production and price level.

## **Commercial Banks**

The commercial bank acts as financial intermediaries by way of accepting deposits from the savers and lending to the investors. Like other business firms, the main objective of commercial banks is to earn profits. The bank accepts deposits from its customers as demand deposits, time deposits or saving deposits. The demand deposits, often called as current account are readily available for checking and banks pays no interest for the money deposited in the current account. The time deposits will be available only for business/loan extension while saving deposits can be withdrawn occasionally and banks pays interest for the amount in the saving bank account. In form of instruments of credit- checks, drafts, debit cards, credit cards etc. the commercial banks functions as an easy medium of exchange. With the deposits banks enter into the process of credit creation.

## **Introducing Women's Bank- Bharatiya Mahila Bank**

Women, especially in rural areas are oppressed with gender and caste based discrimination. They often are deprived of right to property, so they are not able to offer collateral while seeking a loan. The women's bank newly introduced in the country is projected to have its total business- — advances and deposits—of Rs.60, 000 crores by 2020, when it will have a 770-strong branch network.

Such types of women's bank have already been experimented by two countries, namely Pakistan and Tanzania. Pakistan was the first country which had set up a bank exclusively for women to meet the needs of women sector banks. The Tanzania women's bank set up in 2007 focuses on low-income earners, small businesses and small and medium enterprises. Another global example of a special vehicle for women is the women's World Banking Ghana Savings and Loans Co Ltd which is affiliated to the Women's World Banking Global organization. In India, we have a few cooperative banks, namely Shri Mahila Sewa Sahakari Bank Ltd and Mann Deshi Mahila Sahakari Bank Ltd which are run exclusively by women.

The unfavorable business and regulatory environments impede women entrepreneurs from accessing finance. A bank exclusively meant for women intends to address these issues of credit gap.

The self-help groups (SHGs) and the microfinance movement in India are being driven by women. Women being more responsible and disciplined in dealing with money, play a critical role. Bharatiya Mahila Bank will lend exclusively to women while it is open to the idea of taking deposits from men as well.

## Banking for Women by Women

 [Sruthy Susan Ullas](#), TNN | Nov 22, 2013, 02.21AM IST

BANGALORE: There's freshness about this bank and the feminine touch is quite in evidence. It's not just that the counters are manned by women, the visitors are mostly women and there's a woman calling the shots in the manager's cabin. The loan applications too have a feminine flavour, like the one for renovating a kitchen.

The Bharatiya Mahila Bank, India's first state-owned bank for women, opened shop on Tuesday in seven cities. The one in Bangalore at Hudson Circle, next to the police station, caters mainly for women.

The under-construction ground floor is already buzzing with activity. The smell of fresh paint still lingers in the air here and the enthusiasm of women is infectious. In the first three days, the bank has opened 40 accounts and sanctioned five loans.

While men can open accounts and use it for regular banking, women get preference in the 80:20 ratio. The bank offers better interest on saving bank accounts, and gives loans to self-help groups, entrepreneurs and students at lower rates. The Nav Rasoi scheme is rather unique. You can get a loan for a minimum of Rs 50,000 and a maximum of Rs 7 lakh to renovate your kitchen. It can be for civil work, purchase of electronic appliances, furniture and utensils and crockery, all at the attractive interest of 2.5% over the base rate. However, there are no takers yet for it at the Bangalore branch. "There's not much awareness yet about this scheme. The challenge for us would be to compete with established banks. But women will certainly be attracted to this bank. This is the first time that I'm seeing so many women walk into a bank. Customers in other banks are usually men. We already have self-help groups and NGOs walking in," said chief manager Jyothilakshmi V.G

Women like G. B. Prabha, who runs two beauty parlours in the city, are thrilled about it. "I wanted to renovate my beauty clinic and it's much easier to convince officials here about out business. They understand it better," she said.

Agrees Rathi M Sahana, an entrepreneur who runs an export business: "There's a popular

belief that men are better at business. They can convince people faster and sometimes use authority. Many women entrepreneurs are not aware of the benefits and easily get discouraged when they're turned back. Interacting with women here and explaining our requirements is easy." The branch has sanctioned loans for two self-help groups and an education loan.

Of the seven employees, only one is a man. Asked what it feels like to work here, Bhupathi Nial from Odisha smiled gently: "I'm proud to be part of this bank which will empower the other half of India."

For a country with only 26% of women having bank accounts, this branch will surely infuse a sense of empowerment.

**Points to Ponder:**

- *What do you think of this idea of women bank? Do you think that the distribution of financial products needs to be gender-specific? Give reasons*

*What are the other ways in which we can infuse a sense of empowerment?*

**D. Methods of Payment**

Students might be having prior knowledge of different forms of money that are used for making payments. Have a brainstorming session in the class on what they already know with regard to modes of payment such as cheque, draft, debit cards, credit cards, money orders etc.

***Activity: Investigate the Different Credit Options***

Divide students into groups. Let each group visit the locality and talk to people. They may interview money lenders, shop keepers, labourers, women etc to find out the different forms of credit available to an individual, terms and conditions associated with it etc. After collection of information elicit students responses on their perspectives of credit.

***Step 1:*** Begin by asking students about the differences they find between different banks and differences between formal and informal sources of credit. Which one will they consider to be suitable? Why do they think so? Are there differences in the collateral, interest rates and limits for the credit provided? Record the groups' experiences on the board.

***Step 2:*** Invite students to share their choices of credit source and explain why they would make such a choice. Let them hear the choices that their classmates would make.

**Step 3:** Lead a discussion on the various choices made and the problems, issues involved in making choices thereby enabling learners that the interest rates, collateral and amount of credit sanctioned and other hidden charges that have to be looked before deciding upon the type of credit and the source of credit.

**Activity: Group Work**

Divide the class into groups and each group will work on different methods of payment. Assign the group with one method of payment. Each group has to prepare charts which give the basic feature of the particular method of payment, when consumers will choose that particular mode of payment, precautions to be taken and how bank provides such service. Let the students develop examples of cases where the method of payment can be the best way of making or receiving a payment. Students can present this in front of the whole class.

**Discuss**

After each group has presented the different methods of payment, discuss the advantages and disadvantages of each one and have discussion on which one they might prefer in different situations/ conditions.

**Credit Cards as an Alternative Mode of Payment: How and When to Use**

Ask students as to how many of them have seen credit cards. They might have wondered how easy it is to just swipe and pay for anything we desire for! But is it actually so? Let your students learn how credit cards are used and why people use credit cards. Make them aware that credit cards are not money but it allows consumers to get something immediately and pay for it later. Discuss how the credit card functions, who distributes credit cards and how they are charged for using a credit card.

Banks or other business institutions issue credit cards which allow the holder of the card to purchase goods and services without using cash. This means you can buy the commodities even if you do not have money to pay. This is paid by the credit company (bank). Later, you will have to pay the bill for the amount you purchased to the credit card company. If you pay the bill in full, then you need not pay anything etc. But suppose you do not have enough money to pay back, then you can opt for paying the minimum required amount stated in the bill by the credit company and pay the complete

amount at a later date. Here as the credit card company is giving you an amount on credit, you will have to pay interest on the amount.

### **E. How do Banks Work?**

Banks earn money by lending. They lend out the money that is deposited by its customers. A part of the money deposited by its customers for saving is made available to other people, in the form of loans. People who get loans have to pay interest for the period of loan. Interest rates influence the borrowing and saving of investors, consumers and government agencies. Interest rates are provided to the investors as a reward for postponing current consumption. When banks lend money it gains interest rate as a return for the credit given to the borrower. Interest rate is a price of money that is borrowed or saved. The interest rates are higher for riskier loans because the chances of default on repayment are higher in case of the risky loans.

#### ***Cash Reserve Ratio (CRR), Repo rate and reverse repo rate:***

Commercial banks have to keep a part of their deposits with the central bank. The Cash Reserve Ratio is the amount of funds that the banks have to keep with the central bank. The central banks increase the CRR as a part of its monetary policy when the money supply has to be decreased and vice versa.

The rate at which the central bank lends money to commercial banks in the event of any short fall of funds faced by the commercial banks is the repo rate. Using the repo rates as a monetary measure, the central banks controls inflation. During inflationary period, the money supply in the economy has to be reduced. Increase in the repo rate acts as a disincentive for commercial banks to borrow from the central bank and therefore would restrict their lending. This will reduce the money supply in the economy. At times of deflationary pressure the central bank will provide more funds to the commercial banks so as to enable them to provide more credit. This will increase the money supply in the economy followed by demand for goods and services, increase in prices and economic growth. The central bank also resorts to borrow money from the commercial banks. The rate at which the central bank borrows money from commercial banks is the reverse repo rate. When the reverse repo rates are high the commercial banks will lend more money to the central bank. The reverse rates are increased when the money supply in the economy has to be reduced. The central bank uses repo and reverse repo rates as a part of the liquidity adjustment facility.

### **How to check fake notes?**

Any currency note that does not possess the characteristics of genuine currency notes are forged notes or counterfeit notes or fake notes. A genuine currency note has certain features which can be identified by seeing, touching and tilting the note.

See: <http://www.paisaboltahai.rbi.org.in/1000.htm>

## THE HINDU **Business Line**

Fake rupee notes on the rise, in India and abroad

March 29, 2013:

It is a battle bank tellers seem to be winning. They spotted 5.2 lakh fake notes in 2011-12 compared with 4.4 lakh notes in 2010-11. In percentage terms, data from RBI show, there was a 19.6 per cent rise in the number of counterfeit currency notes detected in 2011-12 over the previous year.

Not that the counterfeiters are discouraged. On an average, around 3.9 lakh fake currency notes were found every year between 2007-08 and 2011-12, according to an RBI research paper put out last week.

The more enterprising are palming off the fakes abroad. RBI data show that the value of fake rupee notes impounded in Switzerland's banking system trebled in 2011 over the previous year.

In terms of the number of pieces of counterfeit currency impounded, the Indian rupee is not at the top, with more US dollar, euro and Swiss franc notes caught by bankers. But it was significantly higher than the number of British pound, renminbi, rouble and rand clones impounded. Until 2009, the number of fake Indian currency notes detected in Switzerland was minuscule compared to other currencies. But in 2010, there was a sharp rise in the number of rupee notes impounded at 212 and in 2011, a five-fold jump to 1,144.

Points to Ponder:

(i) Why do people print fake currency notes?

(ii) What if all of us start printing notes as and when required?

Who prints the currency and how is it done?

**Activity: Talk & Visits**

1. Arrange a visit to the local Bank and find out several interesting facts such as:

1. What does the bank do with the various cheques deposited with it in a day?

2. How does a draft differ from a cheque?

3. what is the procedure to get the draft issued?

4. What are the various counters in the bank?

5. How do you deposit a cheque and fill in the pay in slip?

6. Using withdrawal forms and passbooks

2. Invite bank officials to demonstrate workings of a bank and different facilities provided like credit cards, ATM cards etc. Discuss as to what banks do with people's money and how the banks function?

Understanding the concepts related to money and credit and the ways of banks functioning will help students in their day to day life. Different activities may be developed in order to give the students a concrete sense of economic life.

**What to assess?**

Children gain an understanding of the working of the banks and how they enable people to meet their needs. Teachers can assess their ability to reason out the best method of payment in a given situation and apply it. Their ability to articulate on the adversities of the excessive use of credit cards over and above the repayment capacity, to make choices between the wants is indications of financial literacy.

## F. ICT Enabled Banking

Banking industry has been making use ICT long before the development of online banking by way of magnetic ink character recognition and ATMs. Now it has further expanded its use of ICT products namely Smart Cards, Telephone Banking, MICR, Electronic Funds Transfer, Electronic Data Interchange, Electronic Home and Office Banking. ICT endeavors to make banking safe and accessible for users. It helps to overcome the four fold challenges for rural financial inclusion: Availability, Affordability, Awareness and Accessibility. While doing on line banking measures have to be taken to prevent the customers from falling prey to computer hackers. Using on line banking, the customers can check account balances, transfer funds between accounts, pay bills, view transactions by checking and savings accounts, view outstanding credit card balances, receive online statements etc. This helps the customer to have access to bank 24 hours a day and seven days a week. Even the hurdle of travelling to the bank is overcome when one uses online banking services. The banks operating costs are also lowered by the ICT, thereby resulting in cheaper transaction costs for customers. Internet banking provides the best solution for differently abled people.

Bank websites are providing major regional languages to help the customers. The use of Unicode will help in ensuring banking facilities to all. The visual information also should be coupled with audio information.

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**THE HINDU**

CHENNAI, December 9, 2012

Updated: December 10, 2012 03:50 IST

### **No Bank Account for People with Disabilities: Case study**

*Rule says banks can refuse to start accounts for people with 'intellectual and psychosocial disabilities'*

The issue of accessing bank accounts by people with disabilities, physical, intellectual and psychosocial, looms large.

When Rajiv Ranjan applied for a bank account, the bank denied him the facility point blank. Rajiv, a major, is the coordinator of the Disability Law Unit (DLU) at Vidya Sagar. They threw the rule book at him: The rule said banks could refuse to start accounts for people with 'intellectual and psychosocial disabilities.' "Rajiv's is not a single case, the issue of accessing bank accounts by people with

disabilities, physical, intellectual and psychosocial, looms large.

On International Human Rights Day, the disability rights' lobby chose to bring this crucial problem to the forefront again.

The norms are that such persons can open only joint accounts, with a guardian, who will operate and maintain the account including signing of cheques, Rajiv explains. "The problem is with the Contract Act, which is discriminatory. The same rules apply to post offices too, and cases of post offices denying certain categories of disabled people have occurred too," he adds.

Only recently, Vadivelan, a student of Vidya Sagar, who was over 18 years, applied for a postal ID. But officials refused to issue him the card, based on his condition, Smita explains. "They do not bother to check if the applicant is capable of operating the bank account by himself or herself. The risk of the account being mishandled is often the reason we are given. But we are ready to be responsible for the operation of our accounts, just as everyone else" she says.

With government welfare schemes moving into the cash transfer to beneficiaries' mode, it has become all the more important to be able to own and operate a bank account by oneself, Meenakshi B of the DLU points out. Even the monthly maintenance allowance disbursed by the government is credited to the bank. The students of Vidya Sagar, many of whom have gone on to open their own businesses, still find it difficult to access bank loans, or register businesses in their own names. "Everything has to be done through a guardian, while they are equally capable of doing so," explains Smitha.

It is also learnt that pursuant to a communication from the National Trust Act (for Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities) unit, the RBI did send out a circular advising banks to rely upon guardianship certificates issued under the Mental Health Act or the above Act for opening/operating bank accounts. Besides, it also makes recommendations on improving customer service in banks to various categories of disabled people.

T.M.N. Deepak, vice-president, Federation of Tamil Nadu Physically Handicapped Association, says this sometimes also extends to the physically disabled. "Recently, a physically disabled person was prevented from opening an account. Often ATMs and banks themselves are not accessible to wheelchair users, preventing them from using the facilities. How is this inclusion at all "

Meenakshi adds, "Even I do not get an ATM card because I use crutches. The logic is that I cannot access the ATM, no discussion on making access possible." But the disability rights lobby is not keeping quiet about this any longer. On Disability Day, earlier last week, solidarity booths were set up in a couple of branches in the State Bank of India in Chennai.

Further, the team is in the process studying existing regulations of the RBI, comparing them to international standards and examining what can be done to get reforms in, says Rahul Jacob Cherian of

Inclusive Planet.

Perhaps when these reforms are set in place, Rajiv can actually issue a cheque by himself. Today, he has to depend on his partner who operates the joint account with him.

*Points to Ponder:*

- What do you feel about this deprivation of banking facilities to the differently abled people?
- What measures do you think will be feasible to support them?
- What measures can the banks take?

## **G. Credit**

Credit means the amount that banks and other lenders can lend. The central bank makes sure that the money and credit do not grow either too slowly or too rapidly. When the credit supply is too low, the investors and borrowers will find it difficult to get enough money for making investments or purchases. This will lead to a recession, a period in which economic activity declines and unemployment rises. In case of high money and credit supply, the result can be inflation- a sustained and rapid increase in the price level. Both periods of recession and inflation have adverse impact in the economy and therefore to prevent these situations of instability, the central bank of the country through open market operations and credit controls try to stabilize the demand and supply situation of money and credit.

### ***Activity: Group Work***

Make students to form groups representing a bank and other students may apply to the bank manager for loans for varying purposes. Each of them has to give the details of assets they possess. Now the bank management (group of students) needs to decide whether they should give loans, what type of securities might be accepted from the customers,

### **Formal and Informal sources of credit:**

Formal sources of credit comprising commercial banks, cooperatives, etc are registered by the government and follows its rules and regulations. They are supervised and regulated by the central bank of the country. The rates of interest are comparatively low and functions with

the motive of social welfare. In case of informal sources of credit from money lenders, friends, relatives etc. it is not regulated by any monetary authorities and are largely outside the control of the government. Being profit motivated and unregulated they charge higher interest rates.

***Activity: Project Work on Bank Services***

Students can carry out survey in the locality as to which bank, if any, is used, and why it is used, interest rate, loan facility, benefits and services provided. Find out the influence of the bank on the lives of people. Let the students read the pamphlets / leaflets: LIC, National Savings Schemes, Various Nationalised and private banks etc. and discuss the details.

**Debt trap and Informal Credit Related Issues**

Large number of farmers and small investors depend on the informal sources of credit because of its easy availability and ignorance. Due to the rigid procedures and systems of formal sources, they often resort to the informal sources of credit which have easy and more flexible methods of lending. This leads to excessive interest burden on small and marginal farmers and investors. The commercialization and modernization of agriculture has led to increased credit requirements. As they are at times not able to provide any collateral, are forced to borrow from informal sources. Money lenders may also be the supplier of the raw materials/ fertilisers, buyer of the produce or owner of the land on which the farmer is dependent. This makes the situation even more difficult as the farmers are forced to rely on them with no complaints. The small and marginal farmers and investors continue to resort to the informal rural credit market as the existing financial institutions tend to restrict their lending activities to more risky field of lending to the agricultural sector. Even though the interest rates are much higher, informal sources do not insist on punctual repayment as banks or cooperative societies do. For such purposes as marriage and litigation, with no collateral they are able to borrow only from informal sources. The amount of credit available is also high in the informal sources of credit. Due to the prevalence of financial illiteracy, they lack understanding of the benefits and risks associated with the financial decisions. People lack awareness of the services of banks and micro finance institutions.

**Micro Finance**

Financial services are provided for small farmers, entrepreneurs who lack access to banking and related services in the form of microfinance. In India, micro finance sector has progressed remarkably since 1990s which has led to expanding financial inclusion in rural areas. (NABARD,

2012)Self-help-group (SHG) implemented by commercial banks, regional rural banks and cooperative banks have emerged as the major microfinance program in the country. However in the wake of the Andra micro finance crisis in 2010 it was decided to regulate the micro finance institutions (MFIs). This includes the transparency in interest charges, a margin cap and an interest cap on individual loans, implementation of grievance redressal procedures etc. [Malegam Committee Report (RBI, 2011)] The Micro Finance Institutions (Development and Regulation) Bill, 2012 envisages that the Reserve Bank would be the overall regulator of the MFI sector, regardless of legal structure. |

### **Sonali's Loan saves Sirajgonj Shital Pati Makers**

Md Mazdul Hoque back from Sirajgonj Hundreds of shital pati makers at Chadpur village in Sirajgonj have climbed out of poverty, thanks to collateral-free lending by state-run Sonali Bank. Weavers say they have clung to the centuries-old occupation, despite odds such as debt trap and extreme poverty. Narayan Chandra, a weaver of Pati Palli, told this correspondent that he used to take out high-cost micro-loan from non-government organisations (NGOs) to continue this livelihood option. "Loan from Sonali has saved us," said Mr Chandra who received Tk 30,000 in loan from the bank. He said higher interest rate of micro-lenders threatened existence of this sector, but Sonali's intervention has helped a lot to revive it. Many families in this village are involved in patti-making business and traders from different parts of the country come here to buy pati at retail price, Monoronjon Datto, a 65-year-old weaver, told Financial Express (FE). Taking Tk 20,000 as loans from the bank, he is very much pleased because of lower interest rate, Mr Datto said. NGOs charge Tk 250 as interest on a Tk 10,000 loan and it must be paid off in 46 weeks, officials said. But the bank loans can be repaid in 29 months, which is very flexible for the weavers, he added. Dulal Chandra Bhoumic, another weaver of Pati Palli, told the FE they fail to meet domestic demand in summer season due to the lack of funds. "Those who have little capital sell at lower price, making it hard for them to repay weekly installments of microlenders. So we want help from the bank," he said. A pati is sold between Tk 300 and Tk 1,500 depending on quality and from every pati a weaver gets Tk 150 as profit, he said. As the weavers cannot get fair price from the domestic market, they sought help from the government to promote exports, the weavers said. Jannat Ara Henry, a director of Sonali Bank, told the FE that although the bank had taken this initiative as a pilot, it would now scale up the programme. "We shall stand by these poor weavers and continue the lending programme," Ms. Henry said. "We are trying best to promote exports of shital pati to many countries, so financial assistance would be provided for weaving quality pati," she said. Sonali disbursed collateral free loans Tk 500,000 among 60 families for weaving Shital pati at Chadpur under Kamarkhanda a zilla of Sirajgonj district.

*Source: Financial Express, 29<sup>th</sup> November 2011.*

***Points to Ponder:***

- *What were the problems faced by weavers in Chadpur?*
- *How does the state-run Sonali bank solve their problem?*
- *Discuss if any such self help group and, Micro finances exist in your area and find out how it helps the common people.*

***What to Assess?***

Learners should be enabled to read the instructions and guidelines given by the institutions and compare the terms of credit, interest rate etc. They should understand the different sources of credit and how it differs. The activities will enable the learner to understand the role banks and other institutions play in channeling funds from savers to borrowers and investors by providing credit to the people, reason out the effects of credit- how it can lead to more productive investment or result in debt trap leading to increased poverty. Their ability to articulate on various problems associated with the credit and devising ways to overcome those needs to be assessed.

***Questions: Kind of***

1. What kind of problems would have cropped up had the following commodities been used as medium of exchange?
  - a. Wheat
  - b. Goat
  - c. Cloth.
2. Do you think a 5 rupee coin has metal content worth Rs. 5. If not why do you accept it?
3. Why do people deposit money in banks?
4. What effect will the 'Electronic Age' have on money especially currency?
  - (i) Credit cards
  - (ii) Debit cards
  - (iii) Telephone banking
  - (iv) E- banking.

### **Suggested Readings:**

Frederic S. Mishkin, & Person Addison Wesley, *The Economics of Money, Banking, and Financial Markets*, 2007.

Stephen G. Cecchetti, *Money, Banking, and Financial Markets*, McGraw-Hill Education, 2006

## **SECTION V**

### **Interdisciplinary Project**

# Interdisciplinary Project

On

## Food Security

*Provide for food and nutritional security in human life cycle approach, by ensuring access to adequate quantity of quality food at affordable prices to people to live a life with dignity and for matters connected therewith or incidental thereto.*

- THE NATIONAL FOOD SECURITY ACT, 2013, NO. 20, Published by the Gazette of India, date 10th September, 2013

### Overview:

Food security exists when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life. (*The World Food Summit, 1996*) Countries fall into various categories according to the different combinations of levels of food security. A country may be in the extreme situation that even if the food supply were divided in a “fair” manner it still has an insufficient supply of food to meet its citizens' needs. In such cases food security can be brought in by large-scale emergency relief from international donors. Development of appropriate strategy for enhancing food security requires an understanding of the nature and level of food insecurity problems.

Food security depends on –

- Food availability: Depends upon the food production, stock of food and the food imports.
- Food accessibility: Depends upon food within reach of every person.
- Food utility: Appropriate use based on knowledge of basic nutrition and care, as well as adequate water and sanitation.
- Food affordability: depends on the money in possession of an individual to buy adequate, safe and wholesome food.

**Focus Points:**

Discussion on Food Security is required to focus on the following:

- How does availability and quality of food affect development and how development affects food availability?
- Incidence of famine and its impact on the society.
- Need for Food Security and its various measures.
- Role of Government in providing food security, food policies - the Food Security Bill.
- Climate change and its impact on food production.
- Identifying vulnerable social groups and vulnerable states.

**The Problem:**

India's significant progress in the areas of science, technology and industrial development is laudable. In spite of the successful Green Revolution, launched in the sixties, which sustained its positive impact for over three decades, food security for the poor continues to be a cause of serious concern. This was further aggravated with the stagnation in agricultural production since the mid nineties. The problems in food production was mainly due to increasing population and their dependence on agriculture, small and fragmented land holdings, depletion of soil productivity, inefficient use of water resources, out-dated agricultural production technologies, lack of agricultural credit, marketing and storage facilities.

We are all aware that India is country that is inhabited by people belonging to different cultural and social-economic groups. As regards the issue of food security, SC, ST, OBC, physically challenged, etc. are the most vulnerable groups. Amongst these groups, women and children are the most vulnerable as often they have to forego their share of food for male members of the family.

Food being a basic need, no government can take its 'hands off' from implementing policies regarding food production, its price and distribution. Evidence from across the world shows that implementation of government policies could bring in prosperity in rural areas thereby curbing hunger. The land reform measures enacted in Japan, China's impressive increases in its agricultural production due to its shift in emphasis on agriculture instead of industrialisation have brought significant prosperity to feed the increased number of people. The future food supplies depends on the effect of climate, the amount of arable land, energy costs, efforts to increase the efficiency of agriculture, new technology etc.



6. Which are the food items that you consume occasionally?
7. Name the commodities for which prices have risen in the last six months?
8. Which items have you stopped consuming or replaced consumption because of rise in prices?
9. Which is the alternative that you had to forgo to maintain the same level of consumption?
10. Do you have access to the public distribution system?
11. Do you use PDS facility?
12. Which type of ration card do you have?

Antodaya card      BPL card      APL card

13. What are the benefits that you get by possessing these cards?
14. Did you face any problems in getting these cards?

If yes. Mention

15. Do you avail benefits of employment under MNREGA?

Based on the questionnaire, the learners may be asked to prepare a write up on the following points:

- (i) Whether food is available, affordable and accessible to people living there in the area.
- (ii) What are the problems faced by people living there?
- (iii) Whether these problems existed in past?
- (iv) How is food problem affecting the females and children?
- (v) What is the role played by government in ensuring food security?
- (vi) Is it reaching out to the people? If yes, how? If no, Why?
- (vii) Let them suggest measures that can be taken up to ensure food security to all.

## **Step 2: Communication with the Community**

Students may to speak to elders in their home, community etc. and collect information regarding famines that had occurred in the past. What were the reasons that led to the famine? Are they the same reasons that exist today? How did people overcome the problems caused by famine? Did the measures taken by the government/ rulers help in any manner in providing food security? (Let them refer to the public distribution system, implementation of poverty-alleviation programmes- mid-day

meals, food for work etc., involvement of cooperatives and NGOs- for example Amul). Students may also be asked to speak to women as regards access to PDS, mid-day meals, food for work, etc. How has access to such programmes impacted their lives?

### **Step 3: Collection of information**

Let students collect news on the food security items through newspapers, internet, radio and television policies of the government and hold discussion on the following:

- Are these food security measures adequate to ensure food for all?
- What are the problems that you think that might arise with the implementation of the food security bill?

### **Step 4: Discussion on Climate Change**

Teachers can discuss about climate change and help learners find out:

- What differences in weather do you notice in your locality in recent years?
- What are the ways that human beings are causing climate change?
- What impact does climate change have on food supply?

### **Preparation of the Project**

Based on the information collected and the discussions, the learners may be asked to prepare an interdisciplinary project, which will cover the historical dimensions, geographical dimensions, economic reasons and political role with respect to the attainment of food security.

# Important Road Traffic Signs



Give way sign



Stop sign



Overtaking Prohibited



No entry



U-turn Prohibited



Horn Prohibited



Speed Limit



No Parking



Left hand curve



Roundabout



School



Slippery road



Eating place



No through  
Side road



Petrol pump



Hospital



Taxi stand



Compulsory  
sound horn



Compulsory  
Turn Right