

values in social science**INTRODUCTION****Teaching Values**

**T**he Living Values Educational Program values activities are designed to motivate students and to involve them in thinking about themselves, others, the world and values in ways that are relevant. They are designed to provoke the experience of values within and build inner resources. They are designed to empower and to elicit potential, creativity, and inner gifts. Students are asked to reflect, imagine, dialogue, communicate, create, write about, artistically express, and play with values. In the process, personal, social and emotional skills develop as well as peaceful and cooperative social skills. The values have been arranged to provide a sequentially-based series of skills which build upon each other. The exercises include self-esteem building skills, positive social communication skills, critical thinking skills, and artistic and dramatic expression.

**Three Core Assumptions**

There are three core assumptions upon which LVEP is built. The first assumption is drawn from a tenet in the Preamble of the United Nations' Charter, "*To reaffirm faith in fundamental human rights, in the dignity and worth of the human person . . .*": 1) Universal values teach respect and dignity for each and every person. Learning to enjoy those values promotes well-being for individuals and the larger society. The second assumption: 2) Each student does care about values and has the capacity to positively create and learn when provided with opportunities. The third assumption is the basis for creating an educator training program: 3) Students thrive in a values-based atmosphere in a positive, safe environment of mutual respect and care -- where students are regarded as capable of learning to make socially conscious choices.

These Living Values Activities can be utilized by school teachers, day-care and camp directors, and parents. The adults involved are integral to the success of the program, for students learn by example and are most receptive when the information and learning points are congruent with the behaviors of the person sharing.

**LVEP Trainings**

The creation of a values-based atmosphere facilitates the success of this program, making it more enjoyable, beneficial, and effective for both students and teachers. During Living Values: An Educational Program trainings, educators participate in values awareness sessions. They are asked to reflect on their own values, offer their ideas on elements within a values based atmosphere, and imagine an optimal classroom environment. After



teachers discuss their ideas on best teaching practices, LVEP's theoretical model and the rationale behind the variety of values activities is presented. This is followed by one or more sessions engaged in LVEP values activities for children and/or young adults. The workshop then turns to skills for creating a values-based environment: acknowledgement, encouragement, and positively building behaviors; active listening; conflict resolution; collaborative rule making; and values-based discipline.

Adults are asked to bring their own rich experiences into this initiative. The values activities contained in this section are only a beginning. Please expand on them with your own creativity and cultural and educational resources.

### A Variety of Values Activities

It is not enough for students to hear about values. To really learn, they must experience them at many different levels, making them their own. And, it is not enough to feel, experience, and think about the values; social skills are needed to be able to use values throughout the day. The youngsters of today increasingly need to be able to see the effects of their behaviors and choices and be able to develop socially conscious decision-making skills. If the youth of today are going to carry these values not only into their personal lives as adults, but into the larger society, then it is also important to have them explore issues of social justice and have adult role models who exemplify those values.

#### Reflection Points

Reflection Points are at the beginning of every value unit and are incorporated in the lessons. They define values and offer some abstract concepts for reflection. There is a universal values perspective, that is, of valuing the dignity and worth of each human being and valuing the environment. For example, a point in the unit on Respect is: *Everyone in the world has the right to live with respect and dignity, including myself.* A Tolerance Reflection Point is: *Tolerance is being open and receptive to the beauty of differences.*

The teacher may wish to add a few of his or her own or use favorite sayings from the culture of the community and historical figures. Students can make up their own Reflection Points or research favorite sayings from their culture or history.

#### Imagining

A few values units ask students to imagine. For example, students are asked to imagine a peaceful world, to share their experiences, and then to draw or paint a picture. This imagination exercise not only elicits creativity of "good students" but also interests students often considered resistant or "unmotivated." Visualizing values in action makes them more relevant to students, as they find a place within where they can create that experience and think of ideas they know are their own.

### Relaxation/Focusing Exercises

Very often students do not like "having to be quiet" in school. They seem to experience it as having to curtail their fun and repress their energy and enjoyment. It is viewed not as something enjoyable but as something necessary to do in order to comply with adult requests. The Peace, Respect, Love, and Freedom units introduce Relaxation/Focusing exercises. These are designed to help the students enjoy "feeling" the value. Teachers have found that doing these exercises help students quiet down, be more content, and concentrate more successfully on their studies. Some teachers have found that students enjoy making up exercises of their own for the class.

### Artistic Expression

Students are encouraged to reflect about values and experience them artistically and creatively through the arts. For example, they make slogans about peace and put them up on walls, or they sculpt freedom, draw simplicity, or dance cooperation. As part of the activities about Simplicity, students are asked to take short walks in nature, write a poem to a tree, and write a poem which the tree may write to them. While some songs are within the kit, teachers are asked to bring in traditional songs of their culture or the cultures present in the area and to sing those with the students. Older students create poems and songs about values and bring in their current favorites.

### Self-Development Activities

In these activities, students explore the value in relation to the self or build skills in relation to the value. For example, students look at their own qualities during the unit on Respect as well as the types of words that give happiness to themselves and others. In one of the activities in the unit on Honesty, they examine their feelings when they are honest. There are a few stories about values, and teachers are encouraged to bring in their favorite stories on the unit of focus. Many of the values exercises require positive acknowledgment of students' responses.

### Social Skills

Teachers are asked to teach and model conflict resolution skills. Suggestions are made for older students to become peace monitors on the playground. While there are many social skills included within these units, a few examples are: In the unit on Love, students explore ways to use words which others experience as flowers, not thorns. In the unit on Respect, older students examine subtle and not-so-subtle ways respect and disrespect are given. Cooperation games are fun yet elicit reflective comments. Students are asked to look at prejudice during the unit on Tolerance and to generate positive responses in social interactions.



### **Cognitive Awareness of Social Justice**

Through exercises and questions, students are encouraged to look at the effect of an individual's actions on others and at how individuals can make a difference. For example, during the unit on Honesty, students are asked to make up a skit portraying the themes of honesty and dishonesty, taking the context from history or social studies. They then look for the effect of dishonesty or greed on others' lives and ask the actors how they felt. During history class, high school students are asked to look at the relationship between greed, corruption, and the denial of human rights. During the unit on Simplicity, students are asked to examine the messages they get from the mass media and advertisements.

### **Developing Skills for Social Cohesion**

The units on Tolerance, Simplicity and Unity bring elements of social responsibility that are interesting and fun. Students explore the variety of cultures using the colors of a rainbow as an analogy. The unit on Simplicity includes suggestions for conservation and respect for the earth. Students explore positive examples of unity and then work together on a project of their choice.

### **These Values Activities Are Only A Beginning – Emerge the Values of Your Culture**

It is our hope that these activities will elicit ideas from teachers and parents as they explore with students the variety of ways to experience values. This material is intended to be a stimulus. Use your own resources and creativity. Adapt them to your group of students. Use materials that are easily available. Use your creativity, skills, and knowledge to continue values-based education.

A variety of songs are included. However, since some of your students may not speak English, you may wish to translate the words or use songs from your own culture or different cultures from around the world.

A group of teachers may want to meet before the introduction of each value to share with each other their favorite stories for students about that value. Insert your stories at any time within the units. The students may enjoy enacting the stories. Ask the students to create their own plays and songs. They might even want to do a skit (sketch, play). Perhaps older adults can tell traditional tales and teach ancient forms of music.

## VALUES ACTIVITIES FOR STUDENTS

Ages 8-14

## PEACE UNIT

**Goal: To experience peace for the self.****Objectives:**

- ☐ To think about and appreciate peace.
- ☐ To experience what peace feels like and to draw or write about it.
- ☐ To identify what allows the students to feel peaceful.
- ☐ To write a poem or short story about their most peaceful moments.
- ☐ To enjoy being quiet and peaceful during Relaxation/Focusing exercises in the classroom.
- ☐ To help students increase their ability to concentrate.
- ☐ To express peace artistically.
- ☐ To sing two songs about peace.

**Goal: To increase knowledge about the components of a peaceful world.****Objectives:**

- ☐ To imagine a peaceful world and communicate their ideas through words and a drawing or a short essay.
- ☐ To identify differences between a peaceful world and a world of conflict.
- ☐ To select ten items which represent a peaceful world.
- ☐ To participate in making a World Cake of human qualities, choosing the qualities that they think are most important for a Peaceful World and sharing the results with their family.
- ☐ To participate in making a "Feelings of Peace" collage.

**Goal: To build positive, peaceful methods of dealing with conflict, including conflict resolution skills.****Objectives:**

- ☐ To participate in a discussion about how they feel when people are mean or hurtful.
- ☐ To think of consequences of peace and war.
- ☐ To be able to listen to others during a conflict resolution exercise and repeat key phrases of what they say.
- ☐ To participate in a conflict resolution exercise, stating how they feel and identifying what they would like others to do and not do. They may participate by playing a role in the exercise, or as a participant in a real conflict, or as a peer mediator.
- ☐ To demonstrate understanding of how hurt or fear moves into anger by being able to state two examples.
- ☐ To identify two thoughts or actions that allow negativity to grow.
- ☐ To identify two thoughts or actions that allow peace to grow.



3. Pupils study Graph - 3 and answer the questions in the box in Pg.No : 78.

4. Pupils study the table 2 in Pg. No : 80 and fill it.

#### D. Reflection on Contemporary Issues and Questioning :

1. Pupils study the Census of India, 2011 and understand the concepts of population trends.

2. Pupils question on low sex ratio and find the reasons for it.

3. Pupils explain what will happen if the working population is more in a country.

#### E. Mapping Skills :

1. Pupils study population maps of different continents.

2. Pupils also locate the countries population wise.

#### F. Appreciation and Sensitivity :

1. Pupils think how the people are an asset to any country.

2. Pupils feel sensitive about the problems of women especially women education.

3. Pupils know the impacts on society if sex ratio is too low or too high.

### Period – wise Concepts, Teaching, Learning Items and Processes

Period	Concepts	Teaching	Learning Items	Processes
1.	Population - census in India	<ul style="list-style-type: none"> <li>Mind Mapping</li> <li>Textbook reading</li> <li>Questions-Discussion</li> <li>Surveying</li> </ul>	<ul style="list-style-type: none"> <li>Surveys</li> <li>Reports</li> <li>World Map</li> <li>India Map</li> </ul>	<ul style="list-style-type: none"> <li>What is population?</li> <li>How does it change?</li> <li>What are the factors affecting population growth?</li> </ul>
2.	What does the census show ?	<ul style="list-style-type: none"> <li>Mind Mapping</li> <li>Textbook reading</li> <li>Underlining words</li> <li>Questions-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Graphs</li> <li>Tables</li> <li>Maps</li> <li>Reports</li> </ul>	<ul style="list-style-type: none"> <li>How to read a census report?</li> <li>What are the uses of census data?</li> </ul>
3.	Sex Ratio	<ul style="list-style-type: none"> <li>Revision</li> <li>Mind Mapping</li> <li>Textbook reading</li> <li>Questions-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Graphs</li> <li>Tables</li> <li>Maps</li> <li>Reports</li> </ul>	<ul style="list-style-type: none"> <li>What is sex ratio?</li> <li>How is it calculated?</li> <li>What are the factors affecting sex ratio?</li> </ul>
4.	Literacy Rates, Working population.	<ul style="list-style-type: none"> <li>Revision</li> <li>Mind Mapping</li> <li>Textbook reading</li> <li>Questions-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Surveys</li> <li>Census</li> <li>Reports</li> <li>Maps</li> </ul>	<ul style="list-style-type: none"> <li>What is literacy rate?</li> <li>How is it calculated?</li> <li>What are the factors affecting literacy rate?</li> </ul>



<ul style="list-style-type: none"> <li>• Revision</li> <li>• Mind Mapping</li> <li>• Textbook reading</li> <li>• Discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Census reports</li> <li>- Graphs</li> <li>- Tables</li> </ul>	<ul style="list-style-type: none"> <li>- What are the procedures involved in changing population size?</li> <li>- What are the birth rates &amp; death rates?</li> </ul>
<ul style="list-style-type: none"> <li>• Revision</li> <li>• Mind Mapping</li> <li>• Textbook reading</li> <li>• Discussions</li> </ul>	<ul style="list-style-type: none"> <li>- India Map</li> <li>- Census surveys</li> <li>- A.P Map</li> <li>- Graphs</li> </ul>	<ul style="list-style-type: none"> <li>- What is population density?</li> <li>- Locate the district of A.P population wise.</li> </ul>

#### V. Teacher's Notes :

1. Need to collect the necessary information from Census of India, 2011.
2. Need to collect the necessary photographs, videos regarding population.
3. Need to discuss the problems of over population

#### V. Teacher's Responses :

1. Make the students to achieve the academic standards.
2. Responsible in making the students aware of over population.
3. Analyse the students reaching of academic standards.

## Period Plans - 7

### People and Settlement

I. Lesson Name :

II. Class : X

III. Number of Periods : 7

IV. Lesson's Objectives / Standards :

#### A. Conceptual Understanding :

1. Pupils understand the concept of settlement.
2. They find the reasons for beginning of settlements.
3. Pupils analyse the change of settlements.
4. Pupils study and analyse the case study of Delhi.
5. Pupils analyse and discuss what kinds of places attracted settlements.
6. Pupils discuss the organisation of settlements.
7. Pupils understand the concept of urbanisation.
8. Pupils categorise the Indian settlements into hierarchy.
9. They know about what are Aerotropolis.

#### B. Reading the Text (given), Understanding and Interpretation :

1. Pupils read 'Consider your own place ....' box item in Pg.No : 95 and answer the questions.
2. The box item in Pg.No : 99 and comment on it.

### C. Information Skills :

1. Pupils fill up the table in Pg.No : 89, by comparing and contrasting Nomadic and Sedentary life styles.
2. Pupils study Table 1 in Pg.No : 90 and analyse them.
3. Pupils fill up the table 'Review site and situation' in Pg.No : 94.
4. Pupils study Table 3 in Pg.No : 97 and make a separate table having names of settlements.
5. Pupils answer the questions by studying Table 2 in Pg.No : 93.

### D. Reflection on Contemporary Issues and Questioning :

1. Pupils respond to the questions arising in the case study of Delhi.
2. Pupils suggest many measures to solve the slum area problems.
3. Pupils respond and questionnaire about the sanitation measures in their surroundings.

### E. Mapping Skills :

1. Pupils draw a sketch map showing the details given in box item in Pg.No : 88.
2. Do the Atlas work in Pg.No : 95
3. Locate some Mega, Metropolitan cities in India Map.

### F. Appreciation and Sensitivity :

1. Pupils feel sensitive towards the problems of slum area people.
2. Pupils appreciate the social responsibility of the villagers of Mohuda.

### Period - wise Concepts, Teaching, Learning Items and Processes

Period - wise Concepts, Teaching, Learning Items and Processes			
1.	What is the settlement ? How did settlements begin ?	<ul style="list-style-type: none"> <li>• Mind mapping</li> <li>• Textbook reading</li> <li>• Questions-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures</li> <li>- Photos</li> <li>- What is a settlement ?</li> <li>- How did settlements begin ?</li> </ul>
2.	Why do settlements change ?	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Mind mapping</li> <li>• Textbook reading</li> <li>• Questions-Discussion</li> <li>• Case study</li> </ul>	<ul style="list-style-type: none"> <li>- Photos</li> <li>- Pictures</li> <li>- India Map</li> <li>- Tables</li> </ul>
3.	What kind of places attracted settlements ?	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Mind mapping</li> <li>• Group activities</li> <li>• Textbook reading</li> <li>• Questions-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Photos</li> <li>- Pictures</li> <li>- Tables</li> <li>- Maps</li> </ul>
4.	How are settlements organised ?	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Mind mapping</li> <li>• Group activities</li> <li>• Textbook reading</li> </ul>	<ul style="list-style-type: none"> <li>- Photos</li> <li>- Pictures</li> <li>- Maps</li> </ul>
5.	Urbanisation in India	<ul style="list-style-type: none"> <li>• Mind mapping</li> <li>• Group activities</li> <li>• Textbook reading</li> </ul>	<ul style="list-style-type: none"> <li>- Tables</li> <li>- Maps</li> </ul>



Indian settlements in hierarchy	<ul style="list-style-type: none"> <li>• Mind mapping</li> <li>• Group Discussion</li> <li>• Analysis</li> <li>• Textbook reading</li> </ul>	<ul style="list-style-type: none"> <li>- Table</li> <li>- Charts</li> </ul>	<ul style="list-style-type: none"> <li>- What are Megacities?</li> <li>- What are Metropolitan?</li> <li>- What are Hamlets?</li> </ul>
7. Aerotropolis, Urbanisation Problems	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Mind mapping</li> <li>• Textbook reading</li> <li>• Questions-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures</li> <li>- Tables</li> <li>- Photos</li> </ul>	<ul style="list-style-type: none"> <li>- What is Aerotropolis?</li> <li>- What are the problems of urbanisation?</li> </ul>

**V. Teacher's Notes :**

- a. Make the students to collect the information of their habitations, to how did they change into settlements.
  - b. Ask the students to take up some case studies as Delhi.
  - c. Conduct some group activities to analyse the urbanisation problems.
- VI. Teacher's Responses :**
- a. Make the students to achieve the academic standards.
  - b. Make the students aware of the problems of slum areas, urbanisation etc.
  - c. Make the students to understand how the settlements are developed.

**People and Migration**

- I. Lesson Name : People and Migration
- II. Class : X
- III. Number of Periods : 6
- IV. Lesson's Objectives / Standards :
- A. Conceptual Understanding :
  1. Pupils analyse the case study of Ramnalah.
  2. Pupils classify the migration patterns.
  3. Pupils analyse the reasons for rural and urban migration.
  4. Pupils differentiate seasonal and temporary migrations.
  5. Pupils understand and analyse the conditions of sugarcane cutters of Maharashtra.
  6. Pupils think of reasons why do the people migrate.
  7. Pupils understand the concept of International migration and its effects.
- B. Reading the Text (given), Understanding and Interpretation :
  1. Pupils read the paragraph : 1 in Pg.No : 106 and analyse the reasons for migration.
  2. Pupils read the box item in Pg.No : 113 and comment on it.
- C. Information Skills :
  1. Pupils study the Table in Pg.No : 102 and fill up the blanks.
  2. Pupils study the Table : 1 in Pg.No : 103 and complete the required information.
  3. Pupils study the Graph 1 in Pg.No : 107 and analyse it.
  4. Pupils study Graph 2 in Pg.No : 110 and frame questions.

### D. Reflection on Contemporary Issues and Questioning :

1. Pupils understand and analyse the reasons for the migration of people in their localities.
2. Pupils, by studying the sugarcane cutters of Maharashtra, analyse the conditions of workers in their areas.
3. Pupils also understand the problems raised due to excessive migration.

### E. Mapping Skills :

1. Pupils study Maps 1,2,3 in Pg. No : 104, 105 and analyse different migration patterns in India.
2. Pupils locate the areas to which people migrate at a large extent.

### F. Appreciation and Sensitivity :

1. Pupils feel sensitive towards the sugarcane cutters of Maharashtra.
2. Pupils appreciate the people of Kerala for bringing large foreign exchange to our country.

### Period - wise Concepts, Teaching, Learning Items and Processes

1.	Ramaiah - A migrant teacher in Hyderabad	<ul style="list-style-type: none"> <li>• Case study</li> <li>• Textbook reading</li> <li>• Questions-discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Photos</li> <li>• Pictures</li> </ul>
2.	Measure and classify migration patterns	<ul style="list-style-type: none"> <li>• Mind Mapping</li> <li>• Textbook reading</li> <li>• Questions-discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Tables</li> <li>• Charts</li> <li>• What are the reasons for migration?</li> </ul>
3.	Rural - Urban migration, Seasonal and Temporary Migration	<ul style="list-style-type: none"> <li>• Mind Mapping</li> <li>• Group discussion</li> <li>• Textbook reading</li> <li>• Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Maps</li> <li>• Tables</li> <li>• Charts</li> <li>• The migrant workers</li> </ul>
4.	The sugarcane cutters of Maharashtra	<ul style="list-style-type: none"> <li>• Case study</li> <li>• Mind Mapping</li> <li>• Textbook reading</li> <li>• Questions-discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Photos</li> <li>• Videos</li> <li>• Tables</li> <li>• Maps</li> </ul>

I. Lesson Name

II. Class : X

III. Number of Periods : 7

IV. Lesson's Objectives / Standards :

A. Conceptual Understanding :

1. Pupils understand the story of Rampur village.
2. Pupils analyse the farming methods in Rampur.
3. Pupils know the availability of land and other natural resources.
4. Pupils critically analyse the land distribution in Rampur.
5. Pupils understand the overall process of production in Rampur.
6. Pupils know the availability of labour for the farming.
7. Pupils analyse and differentiate the various capital.
8. Pupils categorise the Non-farm activities in Rampur.

B. Reading the Text (given), Understanding and Interpretation :

1. Read the paragraph : 3 "There is no land ..... in Pg. No: 116" and comment on the cropping pattern of Rampur.
2. Read the paragraph : 1 "Apart from ..... in Pg. No: 125 and list out different non-farm activities.

- What is the effect of migration on the migrant families ?
- Photos
- Pictures
- Videos
- Mind Mapping
- Textbook reading
- Group discussion
- Questions

- What is International migration ?
- What is your opinion on Kerala migrants ?
- Pictures
- Graphs
- Videos
- Mind Mapping
- Textbook reading
- Group discussion

V. Teacher's Notes :

1. Conduct debates among the children about migration.
2. Ask students to take up field visits for case studies.

VI. Teacher's Responses :

- a. Create much awareness among the pupils about migration and its problems.
- b. Discuss with the children the advantages and disadvantages of international migration.

### D. Reflection on Contemporary Issues and Questioning :

1. Pupils understand and analyse the reasons for the migration of people in their localities.
2. Pupils, by studying the sugarcane cutters of Maharashtra, analyse the conditions of workers in their areas.
3. Pupils also understand the problems raised due to excessive migration.

### E. Mapping Skills :

1. Pupils study Maps 1,2,3 in Pg. No : 104, 105 and analyse different migration patterns in India.
2. Pupils locate the areas to which people migrate at a large extent.

### F. Appreciation and Sensitivity :

1. Pupils feel sensitive towards the sugarcane cutters of Maharashtra.
2. Pupils appreciate the people of Kerala for bringing large foreign exchange to our country.

### Period – wise Concepts, Teaching, Learning Items and Processes

1.	Ramaiah - A migrant teacher in Hyderabad	• Case study • Textbook reading • Question-discussion	- Photos - Pictures	- Map of India - Case study
2.	Measure and classify migration patterns	• Mind Mapping • Textbook reading • Question-discussion	- Tables - Charts	- What are the reasons for migration?
3.	Rural - Urban migration, Seasonal and Temporary Migration	• Mind Mapping • Group discussion • Textbook reading • Questions	- Charts - Tables - Maps	- What are the reasons for migration?
4.	The sugarcane cutters of Maharashtra	• Case study • Mind Mapping • Textbook reading • Question-discussion	- Photos - Videos - Tables	- What are the reasons for migration?

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<ul style="list-style-type: none"> <li>• What is the effect of migration on the migrant families?</li> </ul>	<ul style="list-style-type: none"> <li>• Photos</li> <li>• Pictures</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• What is the effect of migration on the migrant families?</li> </ul>
<ul style="list-style-type: none"> <li>• What is the effect of migration on the migrant families?</li> </ul>	<ul style="list-style-type: none"> <li>• Photos</li> <li>• Pictures</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• What is the effect of migration on the migrant families?</li> </ul>

#### V. Teacher's Notes :

- Conduct debates among the children about migration.
  - Ask students to take up field visits for case studies.
- VI. Teacher's Responses :
- Create much awareness among the pupils about migration and its problems.
  - Discuss with the children the advantages and disadvantages of international migration.



I. Lesson Name :	Rampur : A Village Economy
II. Class :	X
III. Number of Periods :	7
IV. Lesson's Objectives / Standards :	
A. Conceptual Understanding :	
1. Pupils understand the story of Rampur village.	
2. Pupils analyse the farming methods in Rampur.	
3. Pupils know the availability of land and other natural resources.	
4. Pupils critically analyse the land distribution in Rampur.	
5. Pupils understand the overall process of production in Rampur.	
6. Pupils know the availability of labour for the farming.	
7. Pupils analyse and differentiate the various capital.	
8. Pupils categorise the Non-farm activities in Rampur.	
B. Reading the Text (given), Understanding and Interpretation :	
1. Read the paragraph : 3 "There is no land ..... in Pg. No : 116" and comment on the cropping pattern of Rampur.	
2. Read the paragraph : 1 "Apart from ..... in Pg. No : 125 and list out different non-farm activities.	



### C. Information Skills :

1. Study and draw the blanks in Graph : 1 and fill up the blanks in the tables in Pg. No : 117

2. Study Table : 1 in Pg. No : 122 and answer the questions.

3. Study the box item in Pg. No : 124 and fill up the blanks.

### D. Reflection on Contemporary Issues and Questioning :

1. Pupils know how the land is distributed among the farmers in their village.

2. Pupils know the different Non-farm activities in their area.

### E. Mapping Skills :

1. Pupils with the help of an atlas, identify the well irrigated areas.

2. They also identify the areas in which different crops are grown.

### F. Appreciation and Sensitivity :

1. Pupils understand the problems of labour in Rampur.

2. Pupils appreciate the Non-farm activities which are beneficial to the farmers.

## Period - wise Concepts, Teaching, Learning Items and Processes

Period - wise Concepts, Teaching, Learning Items and Processes			
1.	2.	3.	4.
<b>The story of Rampur village, Farming in Rampur</b>	<ul style="list-style-type: none"> <li>• Case study</li> <li>• Mind Mapping</li> <li>• Textbook reading</li> <li>• Underlining words</li> <li>• Questions-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• India Map</li> <li>• Pictures</li> <li>• Photos</li> </ul>	<ul style="list-style-type: none"> <li>• What are towns near to Rampur ?</li> </ul>
<b>Land and other natural resources</b>	<ul style="list-style-type: none"> <li>• Mind Mapping</li> <li>• Textbook reading</li> <li>• Surveys</li> <li>• Questions-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Photos</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• What are the crops grown in Rampur ?</li> <li>• Land and water resources</li> </ul>
<b>Land distribution in Rampur</b>	<ul style="list-style-type: none"> <li>• Mind Mapping</li> <li>• Survey</li> <li>• Textbook reading</li> <li>• Questions-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Photos</li> <li>• Village Maps</li> <li>• Lands</li> </ul>	<ul style="list-style-type: none"> <li>• How and the distribution in Rampur ?</li> <li>• Land and water resources</li> </ul>
<b>Organisation of Production</b>	<ul style="list-style-type: none"> <li>• Mind Mapping</li> <li>• Textbook reading</li> <li>• Questions-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Pictures</li> <li>• Maps</li> </ul>	<ul style="list-style-type: none"> <li>• How and the distribution in Rampur ?</li> <li>• Land and water resources</li> </ul>

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5.	Labour for the farm	<ul style="list-style-type: none"> <li>Revision</li> <li>Mind Mapping</li> <li>Case study</li> <li>Textbook reading</li> </ul>	<ul style="list-style-type: none"> <li>Tables</li> <li>Charts</li> <li>Photos</li> </ul>	<ul style="list-style-type: none"> <li>How are the conditions of labour in Rampur?</li> <li>Study about Dala.</li> </ul>
	Capital Arranging physical & working capital	<ul style="list-style-type: none"> <li>Revision</li> <li>Mind Mapping</li> <li>Case study</li> <li>Textbook reading</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Tables</li> </ul>	<ul style="list-style-type: none"> <li>What is capital?</li> <li>Study about Savitha</li> <li>How does the capital gather by farmers?</li> </ul>
7.	Non-farm activities in Rampur	<ul style="list-style-type: none"> <li>Revision</li> <li>Mind Mapping</li> <li>Textbook reading</li> <li>Questions-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Tables</li> <li>Charts</li> <li>Pictures</li> </ul>	<ul style="list-style-type: none"> <li>What are Non-farm activities?</li> <li>What are Non-farm activities in your locality?</li> </ul>

V. Teacher's Notes :

- Make case study of another village.
- Collect more information about village farm and non-farm activities.
- Collect more photographs, videos of village activities.

VI. Teacher's Responses :

- Make the students to reach the academic standards.
- Make the students to discuss about the activities of village.

I. Lesson Name : Globalisation

II. Class : X

III. Number of Periods : 7

IV. Lesson's Objectives / Standards :

A. Conceptual Understanding :

- Pupils understand the concept of globalisation.
- Pupils understand the concept of MNC.
- Pupils analyse the relation between Foreign Trade and Integration of Market.
- Pupils understand the relation of MNCs with globalisation.
- Pupils categorise the factors that have enabled globalisation.
- Pupils know the impact of liberalisation of foreign trade on foreign investment policy.
- Pupils understand the impact of globalisation in India.

B. Reading the Text (given), Understanding and Interpretation :

- Read the box item in Pg. No : 131 and comment on labour migration.
- Read the box item in Pg. No : 135 and comment on the Chinese exports policy.
- Read the box item in Pg. No : 142 and what are the duties of TRD and IDA.

### C. Information Skills :

1. Read the box item in Pg. No : 133 and answer the following questions.
2. Read the box item in Pg. No : 139 and answer the questions given.
3. Collect more information about MNCs and SEZs in and around your locality.

### D. Reflection on Contemporary Issues and Questions :

1. Pupils analyse the benefits and losses of foreign trade.
2. Pupils think of the impact of Globalisation on India and its trends.
3. Pupils know how the international organisations like WTO, IBRD, IDA etc, help the international trade.

### E. Mapping Skills :

1. Pupils locate the countries with which India has trade relations.
2. Pupils locate the countries developed in foreign trade.

### F. Appreciation and Sensitivity :

1. Pupils understand the impact of MNCs and Globalisation on small producers and traders.
2. Pupils feel sensitive towards the adverse effect of globalisation on poor countries.
3. Pupils appreciate WTO, IBRD, IDA for its work in controlling foreign trade.

### Period – wise Concepts, Teaching, Learning Items and Processes

Period - wise Concepts, Teaching, Learning Items and Processes				
1.	Introduction	<ul style="list-style-type: none"> <li>• Mind Mapping</li> <li>• Group discussion</li> <li>• Textbook reading</li> <li>• Questions</li> </ul>	<ul style="list-style-type: none"> <li>- Photos</li> <li>- Pictures</li> </ul>	<ul style="list-style-type: none"> <li>- What is Arab Spring?</li> <li>- How do Arab migrate?</li> </ul>
2.	Production across countries, Interlinking production across countries	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Mind Mapping</li> <li>• Textbook reading</li> <li>• Questions &amp; Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures</li> <li>- Photos</li> <li>- Internet</li> </ul>	<ul style="list-style-type: none"> <li>- What is MNC?</li> <li>- What is Interlinking?</li> </ul>
3.	Foreign Trade & Integration of Market, MNCs and Globalisation	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Mind Mapping</li> <li>• Textbook reading</li> <li>• Questions &amp; Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Internet</li> <li>- Pictures</li> <li>- Tables</li> </ul>	<ul style="list-style-type: none"> <li>- Foreign Trade</li> <li>- MNCs</li> </ul>
4.	Factors that have enabled globalisation, Liberalisation of foreign trade and foreign investment policy.	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Mind Mapping</li> <li>• Textbook reading</li> <li>• Questions &amp; Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures</li> <li>- Photos</li> <li>- Tables</li> <li>- Internet</li> </ul>	<ul style="list-style-type: none"> <li>- How does globalisation affect foreign trade and investment?</li> </ul>

Food Security

I. Lesson Name

II. Class

III. Number of Periods

IV. Lesson's Objectives / Standards

A. Conceptual Understanding :

1. Pupils understand the concept of food security.
2. Pupils understand the food security for the country.
3. Pupils analyse the status of Public Distribution System.
4. Pupils analyse the Nutritional status of the children.

B. Reading the Text (given) Understanding and Interpretation :

1. Read the box item in Pg. No : 150 and write about agricultural diversification.
2. Read the box item 'PDS and Buffer Stock' in Pg. No : 152 and comment on PDS.

C. Information Skills :

1. Pupils study Graph 1 in Pg. No : 146 and answer the questions given below.
2. Pupils study Graph 2 Yield of Select Foodgrains and answer the questions given below.
3. Pupils study Table 1 : Per person per day availability of food grains in Pg. No : 148 and fill up the blanks.
4. Pupils study Graph 4 : Percentage share of purchases from PDS, rice & wheat in Pg. No : 152 and fill up the blanks.

11. Food Security

- What is WTO ?
- Where is it ?
- What are the functions of WTO ?

- Pictures
- Photos
- Internet

- Revision
- Mind Mapping
- Textbook reading
- Underlining words
- Questions & Discussion

- What has been the effect of globalisation on the lives of people ?
- Whether India benefited by globalisation?
- What is the effect of globalisation on small producers in India ?

- India Map
- Pictures
- Photos
- Internet

- Revision
- Mind Mapping
- Textbook reading
- Questions & Discussion

- What is the effect of globalisation on small producers in India ?

- Photos
- Pictures

- Mind Mapping
- Case study
- Textbook reading
- Questions & Discussion

V. Teacher's Notes :

- a. Make the students to collect more information about Foreign Trade and Globalisation.
- b. Make the students to collect the list of MNCs in India and their details.

VI. Teacher's Responses :

- a. Discussion among students about the impact of Globalisation on India.
- b. Make the students to analyse the pros and cons of MNCs and globalisation.

10. Globalisation

#### D. Reflection on Contemporary Issues and Questioning:

1. Pupils understand the problem of food scarcity and the need of food security.
2. Pupils also assess critically the PDS system for taking food grains from Fair Price shops in their locality.

#### E. Mapping Skills:

1. Pupils locate the areas of excessive food grains production in India map.
2. Pupils also locate the drought prone areas in which food scarcity is there.

#### F. Appreciation and Sensitivity:

1. Pupils appreciate the different programmes to provide food security among the people.
2. Pupils appreciate the objectives of PDS system.

#### Period - wise Concepts, Teaching, Learning Items and Processes

1.	2.	3.	4.
<b>Introduction Food Security</b> <ul style="list-style-type: none"> <li>• Mind Mapping</li> <li>• Textbook reading</li> <li>• Questions-Discussion</li> </ul>	<b>Food security for the country</b> <ul style="list-style-type: none"> <li>• Revision</li> <li>• Mind Mapping</li> <li>• Textbook reading</li> <li>• Questions-Discussion</li> </ul>	<b>Availability of other food items Agricultural Diversification</b> <ul style="list-style-type: none"> <li>• Revision</li> <li>• Mind Mapping</li> <li>• Textbook reading</li> <li>• Questions-Discussion</li> </ul>	<b>Access to food</b> <ul style="list-style-type: none"> <li>• Revision</li> <li>• Mind Mapping</li> <li>• Textbook reading</li> <li>• Questions-Discussion</li> </ul>
<b>Photos</b> <b>Pictures</b> <b>Mangazines</b>	<b>Graphs</b> <b>Charts</b> <b>Maps</b>	<b>Photos</b> <b>Pictures</b> <b>Maps</b>	<b>Photos</b> <b>Charts</b> <b>Maps</b>
<b>What is food security?</b> <b>How do people suffer from food security?</b>	<b>What is food security?</b> <b>How do people suffer from food security?</b>	<b>What is food security?</b> <b>How do people suffer from food security?</b>	<b>What is food security?</b> <b>How do people suffer from food security?</b>



Topic: Food Security			
5.	Public Distribution System, (PDS)	<ul style="list-style-type: none"> <li>Revision</li> <li>Mind Mapping</li> <li>Textbook reading</li> <li>Survey Method</li> </ul>	<ul style="list-style-type: none"> <li>What is PDS?</li> <li>What are its objectives?</li> <li>What is Buffer stock?</li> </ul>
6.	Food Security	<ul style="list-style-type: none"> <li>Revision</li> <li>Mind Mapping</li> <li>Textbook reading</li> <li>Questions-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>How can you classify the food items?</li> <li>What is a balanced diet?</li> </ul>
7.	The report says :	<ul style="list-style-type: none"> <li>Revision</li> <li>Mind Mapping</li> <li>Textbook reading</li> <li>Underlining words</li> <li>Questions-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>What is BMI?</li> <li>What is underweight?</li> </ul>

V. Teacher's Notes :

- Make the students to form into groups and discuss the need of food security.
- Make the students to collect the information about PDS and Ration shops in their areas and to analyse them.

VI. Teacher's Responses :

- Enables the students to know the value of food and food security.
- Make the students as responsible citizens to know their future responsibility.

I. Lesson Name : Sustainable Development with Equity

- Class : X
- Number of Periods : 6
- Lesson's Objectives / Standards :

A. Conceptual Understanding :

- Pupils understand the importance of HDI to measure the development of a country.
- Pupils analyse the relationship between environment and development.
- Pupils critically analyse the usage of Modern technology in agriculture.
- Pupils know the Rights of people over the environment.
- Pupils keenly observe the progress of our country towards Sustainable Development with Equity.

B. Reading the Text (given), Understanding and Interpretation :

- Pupils read the paragraph : 5 'Pesticides are an important ....' in Pg No : 163, write the ill effects of using pesticides.
- Pupils read the letter of Bava Mahaliya of Jalsindhu village, comment on it.
- Pupils read the box item 'Chupko Andolan' in Pg No : 165, describe how did it become successful

## Village water supplies

In the summer of 1967, a chronic drought and an alarming drop in India's underground water reserves ignited a revolution in village water supplies -- and started a process of improvement whose effects are felt to this day throughout Africa, Asia and Latin America.

Around 70 per cent of India is separated from the water table by a deep rock shield, and many Indian villages that rely on underground water are extremely vulnerable to drought. In the 1950s, the Indian Government had identified 153,000 villages as 'water-scarce' -- most of them in hard-rock areas.



*Photo: Safe water, a primary requisite for health, is also a delight. ©*

In the 1960s, there was a series of droughts, and in the summer of 1967 the situation became critical in Bihar and Uttar Pradesh when many of the existing wells dried up. It would have taken many weeks for the villagers to sink more wells using traditional methods, and some 250 villages were faced with evacuation to refugee camps. UNICEF flew in 11 pneumatic drilling rigs capable of boring through 150 feet of rock in about eight hours. When this emergency passed, the rigs were transferred for use in drought emergencies elsewhere.

As the water table continued to recede, the Government asked UNICEF for more drilling equipment. Between 1970 and 1974, UNICEF shipped in 125 hammer rigs, along with trucks and spare parts. Each of these rigs could drill about 100 boreholes a year -- theoretically supplying water to 12,000 villages and about 9 million people.

But boreholes also need efficient pumps. Most of the handpumps in India at that time were poor-quality cast-iron replicas of European and American models that had usually been designed for family use. But while pumps in the US might have been used by a farming family three or four times a day, those in India were used incessantly, with women and children queuing up to use each pump from dawn till dusk. Not surprisingly, the pumps frequently broke down. When UNICEF did a survey of boreholes and pumps in two states, it found that 75 per cent of the pumps were out of action.

Clearly, India needed a more rugged pump. A 1975 workshop sponsored by UNICEF, the World Health Organization (WHO), the Government of India and the government of Karnataka state summed it up: a design simple enough to be manufactured in unsophisticated workshops, easy to maintain and costing no more than US\$200.

Rather than start from scratch, however, UNICEF water supply staff searched for the most durable pump then available. They settled on the Sholapur pump that had originally been

designed by a self-taught Indian mechanic. They modified this for easier mass production and maintenance, renamed it the India Mark II and field-tested it in 1976 and 1977.

Mass production of the India Mark II started in 1977-1978, with 600 units a month. By 1984, 36 manufacturers were producing 100,000 pumps a year. By 1987, annual production had reached 200,000. With exports to other countries in Asia, as well as to Africa and Latin America, the India Mark II was well on its way to becoming the best-known deep-well handpump in the world. Meanwhile, development has continued -- and has produced the more user-friendly India Mark III.

In less than two decades, more than 1 million of the pumps have been produced, and they have proved both reliable and durable. A 1984 survey, commissioned by UNICEF, found that in six states in India, 80 per cent were operational at any one time. Every year about 50,000 new pumps are installed in India, and an equal number are finding their way into communities throughout the developing world.

## Need for rural roads

In the year 2000, around 40 per cent of the 825,000 villages in India lacked all-weather access roads.

This constrained economic activities and access to essential services. Nearly 74 per cent of India's rural population, constituting the majority of India's poor, were not fully integrated into the national economy.

The rural roads sector, which is a State subject, also lacked adequate planning and management due to poor coordination between multiple funding streams and agencies. Investing in rural roads was given low priority and viewed in isolation from the need for State and National Highways.





## Government spearheads rural roads

**R**esigning the rural roads of the India has been the Government of India (GOI) plan to give a boost to rural connectivity in the year 2000. It launched a nationwide program, the Pradhan Mantri Gram Sadak Yojna, (PMGSY- the Prime Minister's Rural Roads Program) under the Ministry of Rural Development (MoRD). The program envisages providing new connectivity to about 180,000 habitations through the construction of about 372,000 kms of roads, and upgrading about 370,000 kms of the existing core rural network to provide full farm-to-market connectivity. The total outlay for the program is 33 billion USD. PMGSY is being implemented as a 100 per cent centrally-funded program aimed at providing all-weather connectivity to all habitations of above 500 population (250 in case of hills, desert and tribal areas).

Through the PMGSY, the GOI is providing a much needed impetus to the rural infrastructure sector and transparent planning, financing and design tools. It is also helping to streamline the flow of funds through a sector wide approach for sustainable rural infrastructure development. The Central Government has formulated detailed Policy and Operational Guidelines and set up the National Rural Road Development Agency (NRRDA) to provide management and technical support to the States.

The program has greatly enhanced the capacity of States to plan and manage rural roads by creation of State Rural Roads Development Agencies in each State. These agencies monitor PMGSY works, which are implemented by Public Works Departments, Rural Development Department and similar agencies.



The PMGSY program, now part of the Bharat Nirman Initiative<sup>1</sup>, is running into the 7th year of implementation. Until the end of November 2007, connectivity has been provided to about 42,019 eligible habitations. A total of 100,000 kms of roads have been constructed, serving about 45 million rural people.

Connectivity and mobility is the key to reaching out and opening up new opportunities. With the construction of village roads, rural India is rapidly transforming. Wherever the roads network has come up the rural economy and quality of life has improved.

Habitations with a population above 1000 are targeted to be connected by year 2010 and habitations with a population of 500 by 2015. Recent estimates by the MoRD suggest that the total investment required to meet the PMGSY targets was Rs. 1,320,000 million. From this, Rs. 269,290 million have been spent on building roads and the balance of Rs. 1,050,710 million will be used to connect the remaining unconnected habitations that are eligible under the program.

<sup>1</sup> Bharat Nirman Initiative is a time bound plan (2005-09) for rural infrastructure, prepared by Government of India in partnership with state governments and Panchayat Raj institutions (local government bodies)

