

The Secondary School Curriculum in Karnataka

Report of an orientation-cum-analysis workshop held on 18th to 22nd March 2013 at the Regional Institute of Education, Mysore

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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND
TRAINING, NEW DELHI

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The Programme Team

EXECUTIVE SUMMARY

The National Council of Educational Research and Training, New Delhi had initiated a curriculum reform process in the year 2005 by bringing out the National Curriculum Framework. Several follow-up actions have been taken by the Council to implement the guidelines contained in this document and the States too had initiated on their part actions to reform the state curriculum.

The NCERT, through its constituent units organised orientation-cum-analysis workshops for five states. This was implemented for the states of Karnataka and Kerala at the Regional Institute of Education, Mysore. The present effort in the form of an orientation-cum-analysis workshop involving the state functionaries and official stakeholders has two main purposes.

- Providing a platform for reflection on the appropriateness and sufficiency of curriculum development process followed by the concerned state.
- Analyzing the curriculum documents and support material such as the State Curriculum Framework, the Syllabi, the Textbooks, the Teachers' Handbook/Sourcebook/Manual, and the other curricular material.

Some important recommendations that emerged in the workshop for Karnataka are Curriculum Development Process

1. The state has a curriculum framework based on which the syllabi and textbooks are developed. However, the process does not include representation of needs and concerns of various stake holders particularly those from the rural, deprived and disadvantaged sections.
2. The documents prepared were not available freely to both for persons from within the department as well as general public. The documents need to be placed on the web site of the concerned department for information and comments of all stakeholders.
3. The curriculum development process to be systematic would require a suitable structure at various levels. The department of curriculum within the state council

of educational research and training or the CMDE wing of the DIETs is not structurally involved in the process of curriculum renewal.

4. Out of the various documents connected with the curriculum renewal process available the SCF, the syllabi and other curricular material do not seem to have interlinkages. They do not seem to flow from one another.

Karnataka Curriculum Framework

1. There is a need to create a shared vision of school curriculum for the state which is based on the concerns and issues of education in the state. The document presently available does not seem to have such a shared vision for the state. In the absence of such efforts the process of curriculum renewal is largely restricted to the process of textbook renewal.
2. However, the available document could be finalised and made available to all stakeholders.
3. The document needs to take a proper stand with respect to the issues such as inclusiveness, infusion and other contextualisations.
4. Though Karnataka is acclaimed to be the hub of IT activities, there seems to be little integration of ICT into the school curriculum. The efforts at developing subject teacher forums could be discussed and integrating plug points can be worked out.

Syllabus

1. In Social Sciences, a separate discussion has to happen over the syllabus for Business Studies or Economics since these are new additions. Efforts must be made to make them relevant to the experiences and needs of students.
2. Aspects of critical pedagogy need to be integrated into the syllabus, the textbooks and the teacher's handbook.
3. The local issues, by and large, are not represented adequately, sometimes not at all represented in the textbooks.

Other curricular material

1. Teachers' handbook, resource books, students' workbook, laboratory manuals are either not available or not developed along with the textbooks. It is desirable to supply all these along with the textbooks.

Textbooks

1. The books should be made available to the public in open market so that anyone can buy them. The department can also create enough outlets where the books are made available for sale to the general public.
2. The textbooks are still teacher mediated rather than a student learning material aimed at helping learners construct knowledge.
3. The critical pedagogy which is one of the major recommendations of the NCF is largely neglected in the making of the textbook.
4. Use of web material is not explicitly included in any of the textbooks and is left largely to the imagination and initiative of the teacher. Relating textual learning to the ICT initiatives of the state such as Subject Teacher Forum activities and content is desirable.
5. Contents of the textbooks do not seem to address gender stereotypes sufficiently. For example in the Social Science Textbook of class IX, the chapter on Population provides data on population growth. This situation could have lent itself to make a comparative study of the male and female population figures in various states and times to generate a discussion on issues such as female feticide. The chapter on Labour and Employment does not make children reflect over gender stereotypes of work done by a home maker.
6. Syllabus can be provided in the textbooks or the teachers' handbook.
7. The language used needs to have more interactive and personalised narrative.
8. Multi-colour illustrations need to be given.
9. Quality of the paper used could be improved. At present it is 60 gsm map litho which could be improved at least to 70 gsm.

10. The content load could be reduced easily by converting explanation into activities to provide experiences.
11. The activities designed in the textbook are not adding to the child's experiences since they are only suggestions made to the learner in several cases. For example, the child is asked to know more about organic farming. But the experiences gained are neither reflected upon nor assessed.
12. The provision made for assessment is not in keeping with the philosophy and practice of continuous and comprehensive evaluation.

Training and creating a support system

1. The training for the new textbooks should be completed before the commencement of the academic year.
2. The CRC interaction meetings could be exploited for discussing the new books.

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SECTION 1 INTRODUCTION

Background

In its narrow meaning, *curriculum* consists of content and examination. Whereas its true and complete meaning includes aims of education and schooling, the subject matter content and their sequencing across grades, the learning experiences provided to the students using various approaches, methods and media, the nature and form of assessment, the general educational environment provided to the students based on their context of development, and the infrastructure involved in organisation and the provisions made there in.

Curriculum undergoes changes and reforms from time to time based on the changes in the vision and the aspirations of people. Apart from ensuring that the citizens of tomorrow have minimum essential knowledge and skills needed for them, the curriculum also provides for global participation and citizenship. In a multi-cultural and developing society such as India, developing a curriculum to meet the above demand is a huge challenge for the planners, policy makers and practitioners.

The Curriculum in Context

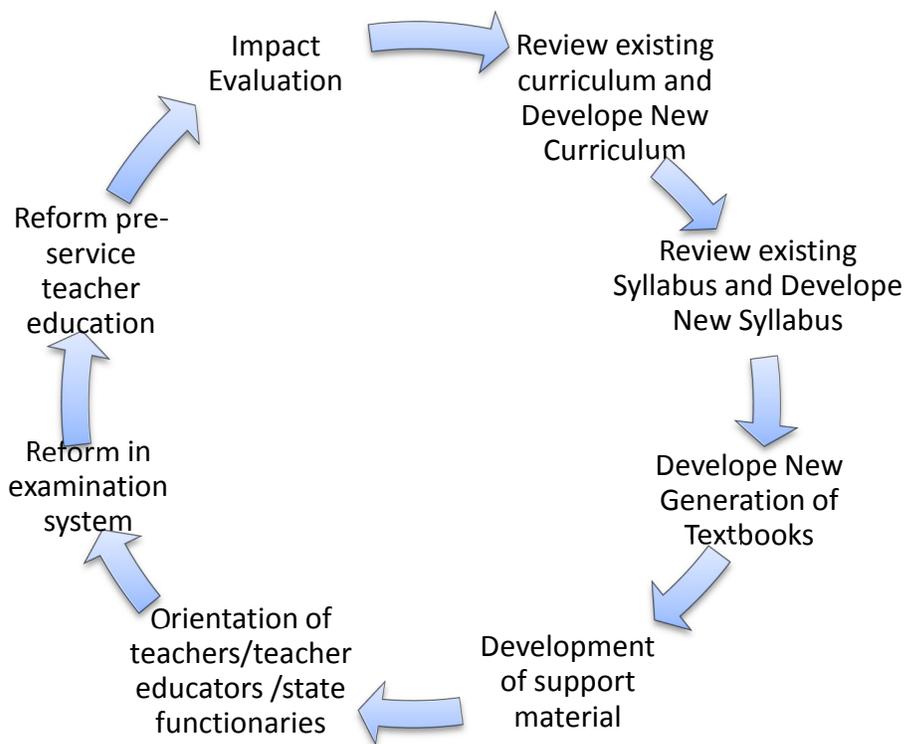
The National Policy of Education 1986 may be view as a major milestone in the revamping of education, both structurally and substantially. This policy has ushered in a process of reform in the school education, particularly in its curricular vision and perspective by highlighting the primacy of the learner and emphasizing the all-round development of the child, among other things. The National Policy on Education 1986' also emphasized the need for a periodic review of curriculum framework. As a result, the country has

witnessed a major revamping of education which is pursued systematically by both the national and state level agencies. The present reform process is shaped by the collaborative efforts of various stakeholders and is based on the guidelines for school education stated in the NCF-2005.

Curriculum Development Process

The curriculum reform process is viewed as consisting of a sequential series of reform actions in various aspects of school education. Even though the states may initiate reforms in their curriculum, for a national effort, the reform process would be initiated by the national level agency, namely, the National Council of Educational Research and Training. In the present cycle of reform, the NCERT has brought out the National Curriculum Framework (2005), which provides a broad reform agenda for the nation. The figure below would highlight the major events for a complete reform cycle. In essence, curriculum reform is not mere changing of textbooks.

Stages in the Process of Curriculum Reform



Initiatives taken by the NCERT

In order to meet its mandate for curriculum reform, the NCERT brought out the National Curriculum Framework in the year 2005. Subsequently, the Council, which develops prototype curricular material, has developed syllabi and textbooks in all the subject areas for all grades. In doing so the NCF-2005 has been followed in letter and spirit.

The textbooks, for example, were developed based on the following five guiding principles of NCF-2005 (NCF, page 5):

- (i) Connecting knowledge to life outside the school;
- (ii) Ensuring that learning shifts away from rote methods;
- (iii) Enriching the curriculum to provide for overall development of children rather than remain textbook centric,
- (iv) Making examinations more flexible and integrated into classroom life
- (v) Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.

For the reform process to be complete and comprehensive, NCERT has developed other support material such as, *exemplar problems in science and mathematics, laboratory manuals* (in science and mathematics), *teachers' handbooks, audio-video, multimedia programmes*, have also been developed.

Apart from providing in-service orientation, the Council has taken up review and revision of the Teacher Education Programmes offered at RIEs.

In the area of assessment and evaluation, the NCERT brought out *Source book on Assessment* at the primary stage. Dialogues were held with CBSE and other examination boards to bring about a change in the examination system.

Last but not the least; the NCERT has initiated impact studies on the implementation of syllabi, textbooks and assessment procedures into classroom processes and children's learning.

Purpose of the Curriculum Analysis

The process of curriculum development, implementation and evaluation is cyclical and hence is also a continuous one. As stated earlier, the present curriculum renewal process

started with the policy directives of NPE-1986 and the development of the NCF-2005. There is a need for definitive actions of awareness building and handholding for this process to percolate to all implementation levels and functionaries up to the school. The present effort in the form of an orientation-cum-analysis workshop involving the state functionaries and official stakeholders has two main purposes.

- Providing a platform for reflection on the appropriateness and sufficiency of curriculum development process followed by the concerned state.
- Analyzing the curriculum documents and support material such as the State Curriculum Framework, the Syllabi, the Textbooks, the Teachers' Handbook/Sourcebook/Manual, and the other curricular material.

Apart from these two main objectives, the present exercise of curriculum analysis and the analysis of curricular materials would help NCERT in

- Understanding issues involved in the existing process of curriculum development in the states concerned.
- Know the merits and identify the weaknesses in the process as well as the curricular materials
- Know the gaps so that curricular goals can be reworked for better formulation and implementation.
- Improve the quality of the process of curriculum development and the development of curricular materials.

For Whom the Analysis will be Useful?

This orientation-cum-analysis workshop and its outcomes are intended to benefit various educational functionaries. It would help the RMSA by providing data on the status of curriculum and thereby plan inputs and activities as follow-up. The NCERT would benefit by knowing the extent to which the guidelines and expectations of the NCF-2005 have reached the strata and substrate of education. Thereby, the Council may identify interventions in the form of development, research and training of functionaries. The states concerned would get specific analytical information on the extent to which the state reform cycle has been comprehensive and substantive from the point of view of the NCF-2005. This may influence the ongoing efforts of the states at curriculum

development, implementation and renewal. Lastly, the exercise would help the state and RIE personnel concerned with curriculum and textbook development to revisit their understanding of process and structure of curriculum and curricular material. This may initiate further studies in secondary school curriculum.

The Procedure followed in the Present Effort

The present activity of curriculum analysis was initiated by the RMSA Cell of the NCERT, under the umbrella of RMSA activities, in collaboration with the other departments of the Council and the Regional Institutes of Education. The Cell organised a workshop for designing the orientation-cum-analysis workshop and the tools to be used during the workshop. In all five states were identified by the Council for the curriculum status study and they were approved by the MHRD for funding. Regional Institute of Education, Mysore was to undertake the curriculum study for the curriculum in practice in Karnataka and Kerala. The RMSA team at the Regional Institutes of Education with the help of the State coordinators of Karnataka and Kerala organised the workshop at RIE Mysore on 18th to 22nd March 2013. The programme schedule and the list of participants is provided in the appendix.

Even though tools were prepared for detailed analysis for all curricular areas, very limited could be achieved in terms of substantial outcomes due to insufficient or zero representation for certain curricular areas as well as insufficient time for analysis. Further, the team at the Regional Institute of Education was left with literally only one week for analyzing the responses and preparing this report. So the possibilities of cross checking, providing illustrations and analyzing the entire textbook could not be accomplished. The social sciences textbook of standard IX standard, for example consists of 35 chapters and the soft copy of the IX standard science was not available for the workshop. Hence the present effort at curriculum analysis may be viewed as “*a rapid analysis*”.

SECTION 2

THE CURRICULUM REFORM PROCESS IN KARNATAKA

State Curriculum Framework and the Vision of School Education

Subsequent to the formulation of the NCF in the year 2005, the NCERT had taken steps to encourage states to bring about a reform in the existing state curricula of various states. The states were encouraged to formulate the State Curriculum Framework, taking into account the policies, priorities and context of the state. Accordingly, the State Department of Education in Karnataka had initiated steps to formulate its curriculum framework in the year 2006-07.

Karnataka has an unpublished document called “*State Curriculum Policy Frame Work and Guidelines for Curriculum and Text Book Revision in KARNATAKA*” which may at best be called a draft document. This document which is supposed to be the outcome of deliberations of a committee neither has the names of the members of the committee nor is it available in the print form or placed on the website of the department. However, it is learnt that the framing of KCF emerged from the NCF 2005. There district level discussions on NCF 2005 and the district groups came out with their understanding and recommendations. The state group consisted of representatives from different districts as well as the reports from the districts. The core committee consisted of

- i. The Director, DSERT
- ii. Chief academic consultant for SSA, Karnataka
- iii. Joint Director(Quality), SSA, Karnataka
- iv. Faculty from CTEs and DIETs.
- v. NGOs/Members of Policy Planning Unit
- vi. Representatives from the association of retired directors

The committee discussed the district recommendations and examined how far they could be realised in alignment with the NCF recommendations before framing the state curriculum framework.

The Scope of the Reform Process as Envisaged in the State Document

The committee through this policy document states the following as objectives:

- a) Review of the NCF 2005 in the Karnataka context.
- b) Preparations of the policy document to suit the requirement of the state
- c) Guidelines for curriculum revision.
- d) Guidelines for the text book writers
- e) Changes needed in the teacher education sector to support curriculum revision
- f) Salient features of the trimester scheme (local specific to Karnataka)

The thrust areas of KCF are the same as that of NCF 2005. However, the following areas have been given prominence.

- i. Learner and learner needs – including employability after class 8th as well as needs for higher education.
- ii. Focus on assessment of children as well as self-assessment of teachers for their professional development.
- iii. Curriculum transaction – experiential, multi-grade and multi-level syllabus – Now the state is considering inclusive education and IEP.
- iv. Focus on vocational education
- v. Quality education – quality of life, education for peace, developing a predisposition for social change, protection of environment, teacher education
- vi. Developments of school quality index – indicators have been developed.

The document provides following tentative time lines for curriculum and text book revision.

- | | |
|--|--------------------------|
| a) Preparation of state curricular policy frame work | 2006-07 – 2010 April |
| b) Revision of syllabus for I to X standards | 2007-08 - |
| c) Text book revision I, III, V& VII standards | 2008-09 – 2010 December |
| d) Text book revision II, IV, VI & VIII standards | 2009-10 – 2011 December |
| e) Text book revision IX and X standards | 2010- 11 – 2012 December |

It may be seen that the process of curriculum renewal in Karnataka has not progressed at the pace with which it was originally intended since the state is yet to complete the textbook preparation for the secondary level.

The structural arrangements made and the scope and objectives of this exercise are summarized in the forward of the document prepared. The foreword written by the Director, DSERT, Bangaluru on 16th January 2007 reads as follows

The Department of State Education Research and Training constitute a committee under the chairmanship of Sri. D. Jagannath Rao, Retried Director of the Department, to review the NCF2005 and prepare a State Curricular Frame Work (taking in to consideration the needs of the state)

This committee held expensive (to be read as expansive) discussions for the past six months with academicians, teachers and experts from various disciplines and has prepared this Curricular Frame Work.

The next step is to review the state syllabus in the light of these two documents – NCF and the State Curriculum Frame Work and suggest changes in the syllabus. The reviewed syllabus will again be placed before the academicians and class room teachers for feedback.

The final step in the process is to entrust the work to textbook preparation committees to write the individual text books as per the guidelines evolved and the revised syllabus. The recently formed Karnataka Text Book Society will be entrusted with the actual task of preparing the individual text books.

This forward would clarify the context of the state with respect to the curriculum renewal exercise. If on the one hand the document seeks to follow a comprehensive exercise of renewal, the primary concern rests with the syllabi and textbooks.

General Guidelines for curriculum revision as Stated in the KCF

Apart from the five guiding principle enunciated by the NCF 2005, the KCF has listed the following issues to be considered during curriculum revision:

1. Appropriate linkages and continuity between the three stages so that the child will transit smoothly from one stage to the next stage.
2. The appropriateness of topics and themes for the relevant stages of children's development from a psychological point of view.

3. Providing information for information sake should be avoided as far as possible.
4. Link school knowledge in different subject with children’s every day experiences and build on it.
5. Integrated approach and inter disciplinary and thematic linkages between topics should be maintained.
6. Reflect sensitivity to gender, cast and class parity, peace, health and needs of different categories of children.
7. The needs of different types of children – the gifted, average, slow learners, the physically challenged and children with learning disabilities have to be taken care of while revising curriculum and text books.
8. Environment related knowledge, proper integration of work related attitudes and values have to be included at appropriate places.
9. Aesthetic sensibility, arts, India’s heritage crafts and values are to be integrated in appropriate places in the curriculum.

Lastly, the document has gone on to provide specific suggestions for different subjects such as the one below meant for revision of curricular material in science

Standards VIII to X (Science)

NCF	As in the State Curriculum	Suggested modifications
<ol style="list-style-type: none"> 1. Learn science as a discipline 2. Understand and analyze environmental and health issues. 3. To draw inferences and make interpretations from conducting systematic experiments. 4. Skill in discovering/verifying theoretical principals 5. Continues and terminal examination. 	<ol style="list-style-type: none"> 1. To learn basic structure and principles with reference to industry and contemporary technology. <p style="text-align: center;">Terminal examination at the end of tenth standard</p>	<ol style="list-style-type: none"> 1. To provide opportunities to collect information, consolidate and draw inferences. 2. To stress on interdisciplinary nature of science 3. To emphasize construction of knowledge. <p>Equal emphases for both process and product evaluation.</p> <p>Information assessment of co-scholastic performance.</p>

In conclusion, the following may be said with respect to the curriculum renewal process and the preparation of state curriculum framework containing the vision and perspective of the state.

1. There has to be proper structural arrangement and inter linkages between agencies at different levels for curriculum development to be a continuous reflective and transparent process.
2. The document must be made available to all stakeholders, particularly the general public. This may easily be possible in this age of ICT since all institutions/agencies have their web sites where important documents such as the State Curriculum Framework may be placed.
3. There must be a proper representation of all stakeholders, including media personnel, teachers' organisations and community members.
4. Karnataka, which is acclaimed as an IT capital of the country, sadly does not have any mention in its curriculum document about the nature and scope of integration of ICT in school education. If on the one hand, the document and the curriculum reform process have neglected this aspect, on the other hand the effort at contextualisations has left out the infrastructural context of the state.
5. Considering that the state as on today has been a pioneer in creating online subject teacher forum would be a saving grace because what is left out in the states vision document on curriculum has been corrected by some functionaries subsequently. This only goes to prove that the process of preparation of state document had not been inclusive and this has led to a complete neglect of a global context of school education.

SECTION 3

THE SYLLABI AND CURRICULAR MATERIAL

Guidelines for preparing syllabus

The state curriculum framework has addressed syllabus formulation by developing guidelines for framing syllabus. It has also emphasized the need to disseminate the draft copy of the revised syllabus right up to the school level. However, the fact remains that just as in the case of KCF, the syllabus for different school subjects also is very difficult to lay hands on, even for the personnel of the department. This, in the age of information and technology is rather disappointing.

The following guidelines have been provided in the curriculum framework for the syllabus framers.

1. Aims & objectives of teaching a particular subject should be highlighted specifically under the concerned syllabus.
2. The scope of the content to be determined according to the level of the class. The content of the syllabus should be provided specifically under units & submits.
3. The number of hours required for completing the units / sub units should be specifically mentioned. This will enable the text book writers and class room teachers to understand the scope and depth of the content to be taught.
4. While framing the syllabus, care should be taken to see that too much overlapping is avoided with respects to theme or core elements, ideas.
5. In Languages, selection of eminent personalities, like national leaders, scientist, Poets & Literacy Scholars, to be done for all the classes in a holistic manner so that the children do not get bored by reading about the same personalities again and again.

6. While framing the syllabus especially at the lower level, there should be provision to cover local culture, local environment, local leaders and gradually information about the National & global perspectives should be given at the higher level.
7. The syllabus writers should stress on integrated and concentric approaches so that the text book writers can keep these points while developing the text books.
8. The syllabus should be provided under the following format. An example is provided below:

Questions	Key concepts and Issues	Suggested resource	Suggested activities
Broader Areas 1. Family and Friends 1.1 Relationship 1.2 Work and play 1.3 Animals 1.4 Plants 2. Food 3. Shelter 4. Water 5. Travel 6. Things we make and do			

9. The syllabus writers should give indication regarding the presentation of activities, experiments, do you know this, Illustrations, scope for Integrating values, etc. The syllabus writers should undergo training to know more about the technicalities while framing the syllabus.

The Syllabus Preparation Process

- The process of preparing syllabi for different subjects started in the year 2008 and in some cases it was later than 2008 in Karnataka.
- The basis for this revision is said to be the curriculum framework developed in the year 2007. But it is not clear why so much of time lag between the curriculum framework and the syllabus preparation. One of the reasons for this could be the change in leadership in the state level agencies. The year for syllabus making was 2007-08 as per the time line provided in the framework.
- The above fact regarding gap between curriculum framework and syllabi preparation would also justify the need for a mechanism and structure that

ensures uninterrupted process of renewal of curriculum and curricular material despite the change/absence of leadership.

- NCF and KCF and other documents of NCERT, Kerala, MP, and Maharashtra books have been reviewed while preparing the syllabus and textbooks.
- Syllabi were developed by the committees constituted for the purpose. The names and addresses of the committee members are available in the document.
- The basis for constitution of the syllabus committee is not stated anywhere in the documents of the state. Hence, it is likely to be governed by the whims and fancies of the persons at the helm of affairs. Moreover, in the absence of a proper guideline, the committee may not represent all stakeholders such as the practicing teachers and hence cannot be inclusive in its membership. Under the social sciences committee, for example the history sub-committee has only academic faculty from the institutions of higher education.
- The guidelines provided in the State Curriculum Framework have not been followed by the syllabus framers. For example, the framework suggests that *“the number of hours required for completing the units / sub units should be specifically mentioned. This will enable the text book writers and class room teachers to understand the scope and depth of the content to be taught”*. But none of the sub committees of social sciences have followed this suggestion.
- The curriculum renewal needs to be comprehensive in developing the material needed for different stakeholders and for different purposes. For example the teachers would need handbooks; they along with students would need AV and other ICT material for proper implementation of the reform. It was found that Karnataka had ventured into preparation of textbooks, workbooks, activity banks (prepared in DIETs), and training modules. However, there existed a gap between the preparation of various curricular materials. If textbook was prepared in one year, the teachers’ handbook was prepared in the next year.
- The Textbook society of Karnataka is the primary agency for bringing about syllabi and textbooks for school education. The DSERT, and in some cases some select

DIETs were involved in the making of other curricular material such as AV material and the teacher training modules.

- Committee meetings are the means for syllabus and textbook preparation in Karnataka. It is done in a workshop mode and at times tasks are distributed to different members. There is editing, though not very elaborate and critical.
 - Aspects of critical pedagogy need to be integrated into the syllabus, the textbooks and the teacher's handbook.
 - The local issues, by and large, are not represented adequately, sometimes not at all represented in the textbooks. For example, in English Class VIII, L2 Textbook.
 - Suggestions on operationalising the major recommendations of the syllabus could also be added.

Other curricular material

Teachers' handbook, resource books, students' workbook, laboratory manuals are either not available or not developed along with the textbooks. It is desirable to supply all these along with the textbooks.

Following observations are made with respect to social science syllabus

- The syllabus for social sciences at secondary level is prepared in the year 2008.
- The syllabus was prepared by a committee whose names are available in the syllabus document.
- The members were limited only to those from the higher education institutions. For example, none of the sub committees had even one practicing teacher as member.
- Some committees had very few members. For example the committee for Business Studies had only the chairman and one member.
- In Social Sciences, a separate discussion has to happen over the syllabus for Business Studies or Economics since these are new additions. Efforts must be

made to make them relevant to the experiences and needs of students. Introducing these subjects at the school level is not introducing an abridged version of these subjects which are taught at the +2 level. Even though this may have been done to increase employability of students completing school education, the contents therein should be restructured that they suit the age, interests and abilities of the learners.

SECTION 4

THE TEXTBOOKS

Guidelines for Textbook Preparation in the State Curriculum Document

The state curriculum framework has provided the following guiding principles for text book preparation:

- Child centeredness
- Inclusion of social concerns
- Integrated Approach and totality of experiences in subjects
- Use of Activities for understanding of concepts
- The child constructs knowledge
- Environmental Concerns and conservation of nature
- The content selection should stand the tests of Cognitive Validity, Content Validity, Process Validity, Historical Validity, Environmental Validity and Ethical Validity.
- The text book should have easy readability. The students should be able to understand the content on their own especially in situations where there are long absences of teachers.
- Text books should be written within parameters defined by the prescribed syllabus keeping in view its consistency with the curricular objectives.
- There should be widespread field trials of text books with the involvement of teachers at all stages. Testing, research inputs and feedback mechanisms must be institutionalized as part of text book development.

- Text books at different stages should be split into suitably small size to avoid the physical burden of the school bag. The semester scheme advocates preparation of text books semester wise.
- Presentation of the content should be done in such way that it should psychologically help learners to construct from their own experiences.
- The textbook should arouse in the children a desire and curiosity to learn and sustain interest.
- It should have variety of activities: a learning experience can be repeated differently over a period of time with different materials.
- The activities to be in the text book should full exploit the locally available materials; it should give scope for local specific information. (E.g. giving open ended questions, collection of locally available material, etc.).
- There should be place for imagination and fantasy but it should be done carefully. Science stories can be included in Science text book.
- The text book should have scope of practice.
- Total teaching time available in a year should be taken into account while writing text book.
- The text book should have a place for spiral learning.
- The text book should have inbuilt evaluation measures which children take up with the same spirit as the other learning activities.
- Gender equality should have situations wherein values are put into action.
- The text book should enable the child to meet the challenges posed by the present times.
- The text should bring out the total potential of the child.
- The text book should be written in such a way that children learn through thinking/working on their own.
- The text book should make children to be creative and express their ideas.
- The text book should help children unlearn the misconceptions already formed.

- The text book should have learning situations or context in which children involved them and learn. The context should be suitably adjusted to the age group.
- The cause and effect concept, if to be included in the book, should be within the experience of the children.
- The text book should be written in such a way that the activities given can be carried out even at home.
- The text book should meet the individual differences in children to the extent possible.
- The needs of girls, tribal children, physically challenged children, children with learning disabilities and working children should be taken into account while writing the text book.
- The text book should provide sufficient resource even to a teacher who is not a specialist in the subject.
- The text book should make the teacher's task most enjoyable, effective and practical.
- The text book should help the teachers to prepare the lessons in advance and thus increase children's learning effectively.

Some General Facts about Textbook Preparation in Karnataka

1. According to the state expert, the textbooks were prepared based on the guidelines of NCF 2005 and the KCF 2007. However, the textbook committees and writers had not adhered to many guidelines either in letter or in spirit.
2. The state has Karnataka Textbook Society, which is a registered body meant to develop textbooks and other curricular material for the state
3. Each textbook is prepared by separate subject committees. There exist no guidelines for the constitution of the textbook committee. Further, it was observed that the chairperson of the committee did change the sub-committee members arbitrarily. There have been instances of members quitting the committee due to various reasons, including differences with the chairperson

4. Textbooks are supplied free of cost to all government school students. Whereas, the private schools have to buy them. The procedure is to give an indent to the Block Education Officer. It is extremely difficult to obtain a second copy by a student or a first copy by any lay person since the textbooks are not easily available. Possibility of opening sales counters at least at block level need to be seriously explored.
5. Textbooks are printed separately for separate educational divisions. The reason given for doing so is to contextualize the textbooks to local realities particularly for language and social sciences.
6. Based on the recommendations of the KCF-2007, some textbooks have been field tested by introducing them in some schools for one year before finalization and introduction in the entire state. However, the effort needed to be more systematic representing all contexts of school education.

Overall Findings and Recommendations about Textbooks in Karnataka

1. The textbooks are still teacher mediated rather than a student learning material aimed at helping learners construct knowledge.
2. The critical pedagogy which is one of the major recommendations of the NCF is largely neglected in the making of the textbook.
3. Use of web material is not explicitly included in any of the textbooks and is left largely to the imagination and initiative of the teacher. Relating textual learning to the ICT initiatives of the state such as Subject Teacher Forum activities and content is desirable.
4. Organic farming is right now not included as content for developing awareness. It is only suggested. This can easily be converted into an experiential learning situation.
5. Contents of the textbooks do not seem to address gender stereo types sufficiently. For example in the Social Science Textbook of class IX, the chapter on Population provides data on population growth. This situation could have lent itself to make a comparative study of the male and female population figures in various states

and times to generate a discussion on issues such as female feticide. The chapter on Labour and Employment does not make children reflect over gender stereotypes of work done by a home maker.

6. A glossary of terms is needed.
7. Syllabus can be provided in the textbooks or the teachers' handbook.
8. The language used needs to have more interactive and personalised narrative.
9. Multi-colour illustrations need to be given.
10. Quality of the paper used could be improved. At present it is 60 gsm map litho which could be improved at least to 70 gsm.
11. There was an attempt to involve all stake holders in the process of developing textbooks by giving advertisement inviting applications to be members of textbook committees.
12. The State Department had advertised in the Newspapers for textbook writers by prescribing qualifications for applicants. Since the responses were not encouraging, the modalities of selection may have to be worked out properly.
13. In Social Sciences it would be good to present the history of a contemporary time of local, national and world history.
14. The information load needs to be reduced particularly in Social Sciences and Mathematics Textbooks. For example, the Social Science book for Class IX contains 34 chapters.
15. The content load could be reduced easily by converting explanation into activities to provide experiences.
16. The activities designed in the textbook are not adding to the child's experiences since they are only suggestions made to the learner in several cases. For example, the child is asked to know more about organic farming. But the experiences gained are neither reflected upon nor assessed.
17. Sequencing of content has to be reconsidered to make them flow from easy to difficult. For example, the first lesson and the first poem in the Kannada Textbook for class IX L1 begins with Old Kannada rather than the Kannada of present times.

18. The provision made for assessment is not in keeping with the philosophy and practice of continuous and comprehensive evaluation.

The Science Textbook

- Textbook is the only curricular material so far developed. It is not accompanied by other curricular material such as teachers' handbook, AV material, online resources, etc.
- The science textbook analyzed is of standard VIII, was brought out in the year 2012 and is claimed to be based on both NCF and the KCF. The State, despite bringing out the KCF
- It is published in South Indian Languages such as Kannada, Tamil, and Telugu except in Malayalam. Also in English, Urdu & Marathi. Suggestion is it should have been even in Malayalam.
- The textbook was not tried out before prescribing for the State.
- Objectives are given in the beginning of each unit. Majority of the objectives stated are related to cognitive learning. Needs to be more comprehensive in coverage.
- Maximum of thematic approach is followed in the present textbook according to NCF-2005. Issue based approach could be infused for the practice of critical pedagogy
- Majority of activities are teacher centered. Yes to some extent there are learner centered organisations of text. In chapter 20 '*Reproduction in Higher Plants*' activity No. 20.1 gives all the hints to the learner. These kinds of activities are required.
- The textual content is highly informative. Needs to be made more interactive and activity based.
- Scope for sensitivity to others wellbeing exists in the chapters like *Chemicals in our daily life*, *Communication gadgets*, *World of Sounds*, *Classification of living Organisms*, etc.,
- The textbook is not designed to develop critical thinking.

- Chapters like *Communication gadgets, Food Production, Beyond the earth, Our colourful world*, etc. Introduce learners to the world of work.
- There are activities/experiments given in each unit to help the learner to develop scientific temper/ attitude.
- Content and its treatment are more suitable for urban students than rural.
- Not sufficient effort at contextualisation to either the child or to the local area to which one belongs. Examples are of a general nature. However, in one unit *Classification of Living organisms* there is an attempt to bring out local examples.
- Learning material could have greater scope to understand different types of pollution, sensitize students towards environmental concerns. Especially in the unit Food Production- soil no attempt to highlight pollution related to soil. Likewise in the unit World of Sound also, pollution related issues are not given.
- There are instances of encouraging self-learning. In the world of microbes activity 7.1 to 7.4 are self-learning activities.
- No fair representation of women in the textbook.
- There are diagrams, experiments and biography of scientist but not of women scientists
- Chapters like Evolution of Life, Study of Cells, Classification of Living organisms & so on requires historical background but not provided. But in Chapter Food & Its Constituents little historical background related to dietary fibers is given.
- There is scope for learner involvement but most of them are teacher-centered activities.
- There is scope for participative discussion in the chapters like *Classification of Living organisms, Food Production, Colourful world, Communication gadgets* etc.,
- Introductory note in all the chapters is very brief and not very attractive.
- Teachers would need reference books for each chapter, different web sites, Source books, CDs etc.,
- Syllabus is loaded with information. Some concepts are abstract in nature.

- There is enough scope to the learner to go for outdoor activities. The chapters like Microorganisms, Living world, Beyond the Earth, Living Processes, Natural Resources etc.
- Textbook should provide web links at the end of each chapter so that students can explore more going beyond textbook.
- Textbook does not provide guidance on how learners can be assessed.
- Beyond the textbook activities related questions should have been there.
- Glossary not provided.

The Mathematics Textbook

- The textbook analysed is that of standard IX brought out in the year 2013.
- In earlier text books division method is described in algorithmic way. Now in this textbook, it is described through algorithm and why and how the algorithm leads to the solution is given. This is a very important factor stated in NCF 2005, i.e. process is given importance in developing a child's inner resources.
- The content has linkages with higher/lower classes. For example, topics like square roots, sets and statistics has linkages in higher classes.
- Effort is made to present up to date and correct information and scientific data. For example, on page: 76 Statistics - Rupees notations has been changed from Rs to ₹. On page 76-77 Distances is measured in Cms
In Chapter 2 Unit: Banking: 2.1.5.pp.115, Calculation of interest in Savings Bank Account - New method on daily basis, EFT (Electronics Fund Transfer), EFT Online Banking are introduced
Chapter 1: Unit: 2, Definition of rational number has been revised to make it simple without distorting the meaning.
- The contents / tasks / activities given in the learning material promote the knowledge base. For example, P.P.111.2.1.4. Various things related to account Opening SB Account and pass book, PP. 156.2.4.3.
Emphasis on social skills - Suppose A alone can finish work in 15 days and B alone can do it in 20 days. If both of them work together, how much time will they take

to finish it? Unit.6: 3.6.3: Heart rates and life spans of most of the mammals are inversely related.

- Efforts, though limited, are made to take into account both rural and urban environments of various parts of the state in the content and presentation of the learning material. For example, Unit 4: PP-70: Additional problems on sets are provided:
- Efforts are made to contextualize content. For example, mentioning about the people of Karnataka having green ration card.
- Learner participation is considered. For example, on PP.99. Statistics: students are asked to tick it over: What are the outcomes of tossing two coins simultaneously.
- Graded examples, are found almost everywhere. But Not many non-examples found.
- Content presented is linked and first time presentations of topics are introduced properly. For example, Page 1 of Unit 1: Square root by factorization method is recalled which is part of the VIII the class and division method started.
Page 50: Chapter 1: Unit 4: Sets. Since this is introduced first time, it started from introductory level.
- There are elements of interactivity in the narrative. For example, Chapter 1: Unit 1: Square root Page 2: In activity: Write down all the numbers ...
- Real life situations: PP.132: Unit 2: Compound interest. Example 10: The population of the state in Example 11: The value of a new bike is Rs. 50,000 If the value depreciates.....
- Purpose of chapter stated clearly in the beginning of the chapter. For example, Chapter 2: Unit: Hire purchase and instatement buying.

After studying this unit you learn

- The meaning of hire purchase and instatement buying.
- To differentiate hire purchase and instatement buying.
- To calculate interest in instatement buying.
- To find out the equated monthly instatement hire purchase.

The Social Science Textbook

- The social Sciences textbook of class IX brought out in 2013 has been reviewed.
- Other than the textbook, no other teacher or student curricular material such as teachers' handbook, supplementary readers, and audio visual and multi-media learning material is produced by the state. Source book is made available to the teachers.
- IX standard text book on social science has 282 pages, excluding cover pages. It has a total of 34 chapters.
- In Karnataka Text books are distributed freely for govt. and aided school children for class I to X. Unaided School must buy the text books by placing indent and they have to pay the price of the text book. The IX standard Kannada medium text book priced at Rs.38 and English medium book priced at Rs.31. But it is not available for public. It is better if the text books are available for public on price basis for the public. It is also suggested to distribute free of cost for the unaided school children for all the classes.
- For developing the textbook, subcommittees of authors for various parts (History, political science, economics, geography and sociology) of the textbooks were constituted. Five meetings were conducted at various places to discuss the prepared materials. As told by a member of text book committee, the draft was scrutinized by a different committee and edited by one more committee.
- As per the recommendation of the KCF 2007, the Social science curriculum of classes 8 to 10 had the following proportion of weight age given to the different components.

	History	Geography	Pol. Science	Sociology	Economics	Bus.studies
Percentage	30%	15%	15%	15%	15%	10%

- Efforts are made to contextualize the content to the state/nation. For example, For example a unit in Political Science like meaning and organs of Union government has been dealt with the objectives like understanding, formation and functions of the union government.

In Geography a unit in chapter Karnataka our State- Water Resources has been discussed with the objectives to understand water resources- Tanks, Canals and Rivers.

- The material included in the textbook was subjected to authentication and verification. The material is prepared consulting the experts and the various reference books, and related websites. For example in history chapter number 4 the works of Ramanujacharya were discussed and confirmed with the chairman of Ramanuja Foundation, Melukote. In the same chapter about Basaveshvara, many issues were discussed with the Karnataka Veerashaiva Vedike and confirmed.
- NCF 2005 suggested to move from using the term, “civics”, to “political science” also change the way political science topics presented in textbooks. This has been implemented in Karnataka.
- In the beginning of each chapter, there is an introduction which prepares the learners for the learning.
- Efforts are made to develop critical understanding of society. In sociology, the chapter on *City and other communities* the students are made to know about the advantages and disadvantages of the community life in rural and urban areas.
- Local, national and global examples / events provided to illustrate the social science concepts.
- Local / state specific issues incorporated in this learning material. For example, In Geography chapter number 2 specific places are correlated. For eg. Mangalore, Bhatkal, Malpe, Karwar, Belekere for ports. Shiradighat, Hassan, Sakaleshpur, Agumbe Ghat in Shimoga, oranges for Coorg etc.
- Pollutions and environmental problems are not taken care. In geography a chapter could have been included. It could have been included in Industries of Karnataka.

There are 10 chapters dealing with geography. Especially in the chapters 8, & 9 at the end of each chapter awareness of environment and hazards of pollution could be included.

Another point is with regard to judicious utilization of resources conserving the natural resources has not been given due importance. The natural resources like water, forest, soil flora and fauna and herbal plants have to be taken care of. Children could have been given some impetus to conserve them.

- Sufficient scope is given in the textbook for creating active learning environment in the classroom. Chapters from history make them learn about architectures of various cultures. Mock parliament, mock court, mock parade, mock battle area and enact play to cultivate national integration are included in the chapters.
- There are examples in the textbook to suggest that the students are helped to apply social science concepts introduced in textbook in real life situations. For example, To know land ownership children have been asked to meet the village accountant and get information.
- Students are encouraged to accept plurality of sources from where one can look for possible solutions to problems and obtain different perspectives on an issue. Activities are given to students to go beyond the source from where they have to find the material. The main source given to them is to consult the teachers. So the interaction between the teachers and students is highlighted. Apart from it in every page boxes are given with additional information.
- Teachers are not yet provided any training on the use of revised textbooks. It is planned for the next academic year.
- With respect to some of the topics teachers are required to use additional material to teach topics given in this textbook. For example, Life of Christ, Mohammed the prophet. Renaissance etc. have very limited material in the textbook.
- Some effort is made to encourage students to meet people, visit museums, zoo, and farms, as part of activities. For example, visit to the national park/museum is suggested in chapter 1 – Karnataka OUR STATE.
- Efforts are made to undo the gender stereo type of importance given to male gender. For example, the order is ತಾಯಿ –ತಂದೆ. (Mother–father instead of Father–mother).

- The need and concerns of differently abled children are not addressed. The chapter on Population could have provided data of the specially challenged children to highlight and care to be taken to address it.
- Very little is said about Christianity and Islam in the textbook. There are glaring mistakes in first chapter. The Kannada version looks like exact translation of English version.

The name of *Pontius Pilate* is translated as '*pandius pilate*'. It is written that *Police arrested Jesus*. The Kannada version has given '*apostle*' as disciple. The term used for disciple in Kannada version is *shisysas*. The word apostle comes from greek word *apostolai* meaning disciple. The death of Jesus is given as 7/04/30.

- At the end of the each chapter, questions are given, which are short-answer, essay, and multiple choice type, to assess the learning.

The Languages Textbook

- Karnataka follows the three language formula.
- The medium of instruction in the government schools are Kannada, Urdu, English, Tamil, Telugu, and Marathi. Whereas in the private unaided schools it is either Kannada or English.
- The new generation English Second Language textbook developed for VIII Standard in the year 2012 was looked into for analysis. The state has developed Textbooks inclusive of supplementary readers for the subject.
- The materials in the English language textbook include different genres / registers namely *informative, argumentative, discursive, literary, graphical text and drama*. However, diary entry, travelogue, autobiography and media writing are not found. In the case of 3rd Language Hindi textbook, the genres represented are *Informative text – खेलो, कूदो और स्वस्थ रहो, Dairy-हामिद खाँ, travelogue – बस की यात्रा, literary- बाहुबली, drama- भीम और राक्षस, autobiography- मेरा बचपन are found*

- There are attempts in the English textbook to sensitize learners to the immediate social /physical environment with respect to gender equality, peace, environment and also racial sensitivity. However, sensitization to heritage crafts is found missing. Whereas in the Hindi textbook, the situation is as follows.
 - Peace –हामिद खाँ,
 - Heritage craft-नहीं
 - Environment- हिमालय की बेटियाँ, वृक्ष हमारे साथी
 - Persons with Disability-नहीं
 - Any other –राष्ट्रीय भावैक्य (पाठ का शीर्षक-हामिद खाँ)
- The curricular materials developed / selected for English textbook are as per the age and interest of the learners. For example, Curiosity about other schools in the lesson 'A Day in the Ashram', Fantasy in the lesson *A machine talking about itself* – Poem 'Machine', and Common sense/openness in the lesson 'Emperor's New Clothes'
- The materials present linguistic and cultural diversity. For example, introducing children to foreign nationals in the lesson 'Jamaican Fragment'. Theatre personality from Maharashtra introduced in the lesson 'All the World her Stage' US Plant breeder in the lesson 'Luther Burbank', Fishermen in the 'Coramandal Fishers'. However, Karnataka's linguistic diversity could be addressed.
- There was scope in the textbook to modify / redesign the curricular materials as per the requirement of the learners. For example, the Jamaican Fragment could be presented as a role play. Drama could be employed for the lessons Emperor's New Clothes, The Swan and the Prince, Somebody's Mother 'Coramandal Fishers' could be rendered as a song.
- The curricular materials in English are learner friendly in terms of Language Comprehensibility. Whereas the Ideas and theme in Character of Happy Life appears more philosophical than the children can comprehend
- The Physical load / volume is easy to handle since the book is 140 pages including cover pages.
- The activities and lessons in the English textbook are learner centered

- Activities / tasks
 - Listening passages are provided in pre reading tasks
 - Silent reading tasks inbuilt in the text
 - Opportunities for working in pairs ensured
 - Guided composition is included
 - Apt and relevant exercises for children
- Lessons -
 - Each lesson is broken into small bits for facilitating easy reading comprehension

However, it might pose some problems for children to relate to the texts as some of them have foreign cultural content.

In case of the Hindi textbook, there are no learner centered activities and tasks.

- There are multi-lingual contexts in the curricular materials that can engage learners. The Kannada translation of an English poem 'The character of a happy life' and English translation of a Kannada poem of V G Bhatt by Sumathindra Nadiga are examples to this effect.
- There is scope in the curricular materials to use other resources like Newspaper, print media, electronic media, internet, etc. For example, Internet could be used in the lesson on C V Raman's Institute. Newspaper clippings in All the World her Stage and havocs produced by machines in the poem 'Machines'. Video clippings could be used on fishermen at work on the sea for the lesson Coramandal Fishers.
- The book is designed to develop basic skills of language (LSRW). For example:
 - Listening – 8 graded passages given for listening practice incorporated as pre reading activity
 - Speaking – The usage of all new words /content words in sentences/English sound practice
 - Reading - Each lesson has well marked parts for silent reading practice. Supplementary reading material is given. Additional reading material given in each lesson that supplements the contents of the lesson

Writing - Paragraph writing – guided composition exercises given. Grammar exercises are given at the end of each lesson. Comprehension questions based on the text are given. Writing activities have been suggested.

- A resourceful teacher can help children relate the contents to their real life experiences. The text as such does not make any explicit attempt in this direction.
- The text includes the following objectives of language teaching:
 - Pre-reading /Warm up / Intro.
 - While reading
 - Post reading (comprehension)
 - Vocabulary
 - Language items (grammar)
 - Listening and speaking
 - Writing
 - Study skills
- Reference tasks have been suggested. Activities have been given. They are authentic. Examples: Prepare an interview schedule to interview a famous personality. Dictionary reference skills, note making, summarizing are a part of the exercises given.
- The language used in the English textbook is gender sensitive. Language is used such that it does not essentially make gender issue prominent. Language appropriate to the text is used. Out of the 8 units (Prose 8 + Poems8) there are three lessons which have themes dealing with women. The book contains three pictures which have women in them. In pictures where people in general are seen, a few women characters could have been added. Whereas in the 1st Language Kannada, there exists a gender bias in favour of male. Out of 16 main units and 3 supplementary reading units only 03 units represent feminine gender. They are *Thottilu thuguva hadu*, *Manegelasada Henu Mangal*, and *Vachanagalu*
- All lessons have well organized tasks set for children to engage in learning activities. There are exercises for language practice, collaborative learning (discussion with peers), guided writing tasks, reference skills.
- Group work, role play, visualization, games have been given. They are embedded in the post reading activities. In page 10: Read and discuss your responses with

others. Then write: A happy man's conscience is his strong retreat, says the poet. When does a happy man seek the comfort of his conscience? Write at least four sentences describing a happy man.

- Teacher's handbooks are not distributed. The committee says they have prepared it. It is yet to be printed and supplied.
- There is no advice given to students about how the book could be most effectively used. This could be added in the next edition.
- The assessment activities are integrated into the lessons in the form of comprehension exercises, reading tasks, grammar exercises, and group and pair activities.
- Print is clear. Instructions are printed in bold.
- Printed in single colour and font size is good enough for reading. Four colour printing is recommended.
- Printed in 60 GSM Map litho. It can be printed in 70 GSM.
- Illustrations are not very good. Clarity needed. Colour pictures can be used.
- Binding is good.

SECTION 5

KEY FINDINGS, SUGGESTIONS AND RECOMMENDATIONS

Recommendations that emerged in the workshop for Karnataka

22 March 2013

Curriculum Development Process

1. The state has a curriculum framework based on which the syllabi and textbooks are developed. However, the process does not include representation of needs and concerns of various stake holders particularly those from the rural, deprived and disadvantaged sections. The documents prepared were not available freely to both for persons from within the department as well as general public. The documents need to be placed on the web site of the concerned department for information and comments of all stakeholders.
2. The curriculum development process to be systematic would require a suitable structure at various levels. The department of curriculum within the state council of educational research and training or the CMDE wing of the DIETs is not structurally involved in the process of curriculum renewal.
3. Out of the various documents connected with the curriculum renewal process available the SCF, the syllabi and other curricular material do not seem to have interlinkages. They do not seem to flow from one another.

Karnataka Curriculum Framework

1. There is a need to create a shared vision of school curriculum for the state which is based on the concerns and issues of education in the state. The document presently available does not seem to have such a shared vision for the state. In the

absence of such efforts the process of curriculum renewal is largely restricted to the process of textbook renewal, not even the teachers handbook. Such a process is likely to be more prescriptive than reflective.

2. However, as the presently available KCF is based on NCF 2005 and also the textbook renewal has been done based on the recommendations of NCF 2005, the available document could be finalised and made available to all stakeholders.
3. The document needs to take a proper stand with respect to the issues such as inclusiveness, infusion and other contextualisations.
4. Though Karnataka is acclaimed to be the hub of IT activities, there seems to be little integration of ICT into the school curriculum. The efforts at developing subject teacher forums could be discussed and integrating plug points can be worked out.

Syllabus

1. In Social Sciences, a separate discussion has to happen over the syllabus for Business Studies or Economics since these are new additions. Efforts must be made to make them relevant to the experiences and needs of students. Introducing these subjects at the school level is not introducing an abridged version of these subjects which are taught at the +2 level. Even though this may have been done to increase employability of students completing school education, the contents therein should be restructured that they suit the age, interests and abilities of the learners.
2. Aspects of critical pedagogy need to be integrated into the syllabus and the textbooks and the teacher's handbook.
3. The local issues, by and large, are not represented adequately, sometimes not at all represented in the textbooks. For example, in English Class VIII, L2 Textbook.
4. Suggestions on operationalising the major recommendations of the syllabus could also be added.

Other curricular material

Teachers' handbook, resource books, students' workbook, laboratory manuals are either not available or not developed along with the textbooks. It is desirable to supply all these along with the textbooks.

Textbooks

1. The textbooks are still teacher mediated rather than a student learning material aimed at helping learners construct knowledge.
2. The critical pedagogy which is one of the major recommendations of the NCF is largely neglected in the making of the textbook.
3. Use of web material is not explicitly included in any of the textbooks and is left largely to the imagination and initiative of the teacher. Relating textual learning to the ICT initiatives of the state such as Subject Teacher Forum activities and content is desirable.
4. Organic farming is right now not included as content for developing awareness. It is only suggested. This can easily be converted into an experiential learning situation.
5. Contents of the textbooks do not seem to address gender stereotypes sufficiently. For example in the Social Science Textbook of class IX, the chapter on Population provides data on population growth. This situation could have lent itself to make a comparative study of the male and female population figures in various states and times to generate a discussion on issues such as female feticide. The chapter on Labour and Employment does not make children reflect over gender stereotypes of work done by a home maker.
6. The critical pedagogy which is one of the major recommendations of the NCF is largely neglected in the making of the textbook.
7. The textbooks are still teacher mediated rather than a student learning material aimed at helping learners construct their knowledge.
8. A glossary of terms is needed.
9. Syllabus can be provided in the textbooks or the teachers' handbook.

10. The language used needs to have more interactive and personalised narrative.
11. Multi-colour illustrations need to be given.
12. Quality of the paper used could be improved. At present it is 60 gsm map litho which could be improved at least to 70 gsm.
13. There was an attempt to involve all stake holders in the process of developing textbooks by giving advertisement inviting applications to be members of textbook committees.
14. In Social Sciences it would be good to present the history of a contemporary time of local, national and world history.
15. The information load needs to be reduced particularly in Social Sciences and Mathematics Textbooks. For example, the Social Science book for Class IX contains 34 chapters.
16. The content load could be reduced easily by converting explanation into activities to provide experiences.
17. The activities designed in the textbook are not adding to the child's experiences since they are only suggestions made to the learner in several cases. For example, the child is asked to know more about organic farming. But the experiences gained are neither reflected upon nor assessed.
18. Sequencing of content has to be reconsidered to make them flow from easy to difficult. For example, the first lesson and the first poem in the Kannada Textbook for class IX L1 begins with Old Kannada rather than the Kannada of present times.
19. The provision made for assessment is not in keeping with the philosophy and practice of continuous and comprehensive evaluation.

Training and creating a support system

3. The training for the new textbooks should be completed before the commencement of the academic year.
4. The CRC interaction meetings could be exploited for discussing the new books.

5. The books should be made available to the public in open market so that anyone can buy them. The department can also create enough outlets where the books are made available for sale to the general public.

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APPENDICES

1. List of Experts/Resource Persons who participated in the workshop
2. Workshop Schedule
3. Tools used for Curriculum Analysis
4. Tool I A: Karnataka State Curriculum Framework 2007
5. Karnataka – Social Studies I B
6. Karnataka – English I B
7. Karnataka – English I C
8. Revised syllabus of English (2007) for classes I to x (I, ii/iii languages)
9. Social Sciences Syllabus (VIIITH to Xth Standard)
10. I A Karnataka Curriculum Framework
11. II A Languages- English
12. II A Languages- Kannada
13. II A Languages- Hindi
14. II B Social Sciences
15. II C mathematics
16. II D Science Textbook – VIII

List of Experts/Resource Persons who participated in the workshop

1. Sachidananda Jamadagni,
Lecturer cum Divisional Educational Officer,
CTE, Chitradurga, Karnataka
2. O R Prakash,
Lecturer,
CTE, Mangalore, Karnataka
3. Vivekananda
Lecturer,
CTE, Mysore, Karnataka
4. Kumara Swamy H,
Lecturer,
DIET, Mysore, Karnataka
5. M.R Suresh
BRP,
BRC, Srirangapatna
6. M.S Muralidhara
Lecturer
DIET, Chamarajanagar
7. T.V Nagaveni
Lecturer
Urban DIET, Bengaluru.
8. Syeda Ruksana Bulquees,
Senior Lecturer,
DIET, Bangalore (Urban Dist.)
9. Dr.S.Viji.
Asst. Teacher (Hindi)
Mysore.
10. Sri. M.C. MANJUNATHA
Lecturer,
DIET, Chikkamagalore.
11. Smt. S.G. VASANTHA KUMARI

Lecturer,
DIET, Chikkamagalore.

12. Sri. B.HARISHA PRASAD.
Reader,
GCTE, Vasantha Mahal premises,
Mysore-570 010.

13. H. D. Prabhamani
Subject Inspector
O/o DDPI,
Hassan-573201

14. B.G Sudha Mani
Lecturer
DIET, Chickabalapur

15. Sri. P.S. Machchdo,
Lecturer,
CTE, Mangalore.

16. Smt. Manjula,
Senior Lecturer,
DIET.Mysore.

17. Sri. Ningappa A.K.
Lecturer,
DIET, Shivamoga.

Workshop Schedule

Day & Date	Session 1 9 to 11		Session 2 11.15 to 1.15		Session 3 2 to 3.30		Session 4 3.45 to 5.30
Mon 18-3-13	Registration- Inauguration	T E A	Tool I A - Intro Curriculum Framework	L U N C H	Tool IA – Group Work Continues	T E A	Presentation and Finalisation
Tue 19-3-13	I B/ IC - Intro On Syllabi and Curri. Material		Group Work		Group Work		Presentation and Finalisation
Wed 20-3-13	II – Gen. Info, Dev. Process, Content and Pedagogy		Group Work		Group Work		Presentation and Finalisation
Thu 21-3-13	II – Socio Political, Assess, Format		Group Work		Group Work		Presentation and Finalisation
Fri 22-3-13	Suggestions and Recommendations		Group Work		Presentation and Finalisation - Karnataka		Presentation and Finalisation

TOOLS USED FOR CURRICULUM ANALYSIS

I A

Curriculum Framework/Curriculum Philosophy

1. Does your state have a Curriculum Framework or Curriculum philosophy/policy?
Yes/ No?

If yes,

- a. In which year was it developed /revised?
- b. Was the NCF-2005 taken into consideration while framing the SCF? Yes/No If yes, what major suggestions/components of NCF-2005 were incorporated in your state curriculum framework?

If No, what were the considerations (philosophy/context/documents) for formulating SCF? Give details.

- c. What mechanism was adopted for making the SCF? Give details about committees, state agencies involved, experts involved (with their contact details), and support received from NCERT, etc., Support details with relevant documents.
- d. What are the thrust areas of SCF?
- e. On what aspects do you find SCF deviating from the NCF?
- f. What are the components which you think SCF contains which need to be considered in the NCF too during next curriculum reform process?
- g. Are teachers, teacher educators, key functionaries and other state officials were involved in the making of SCF?
- h. Have many others who were not involved been trained/ oriented on the approach and philosophy of the SCF?
- i. How has the SCF influenced teacher education programmes in the state?

If No,

- a. Why state has not developed SCF? Presently, which curriculum framework, state is following?

- b. Do you think, there is a need for SCF? If yes, what are the reasons? If no, do you think the curriculum framework/policy, state is following is adequate for guiding state in school education? How?
- c. Do you think that there are various obstacles to evolve a curriculum framework for the state? What are those? What are your suggestions to overcome these obstacles?
- d. If state is following NCF-2005, what aspects do you find are difficult to implement in the state? Why? What are its other aspects which you feel are helpful for improving school education in your state? There may be many other issues, which you think are not addressed in NCF-2005 in the context of your state? Explain these issues?
- e. Are teachers, teacher educators, key functionaries and other state officials were involved in the making of NCF-2005? Yes/No? If yes give details, if no what are your suggestions?
- f. Have teachers / teacher educators/ functionaries been trained/ oriented on the approach and philosophy of the NCF? If yes, what mechanism state/NCERT has adopted? How many stakeholders could get the training?
- g. How has the NCF-2005 influenced teacher education programmes in the state?
- h. In case the state has adapted the NCF 2005, which are the adaptations incorporated and reasons thereof?
- i. How NCF/SCF was helpful in the preparation of Syllabi and Textbooks? Give details.

I B

Development/Revision of Syllabi

1. In which year, were the existing syllabi developed / revised? Please provide details in

S.No.	Name of the subject	Class	Year of initial development	Year of latest revision

the following format:

2. a. What was the basis for this revision?
b. What documents were consulted for revising these syllabi?
c. What mechanism was created for this?
d. How much time it took? Whether it is phase-wise or one time exercise?
e. Give details about committees/experts/agencies/criteria (for the selection of experts/agencies) involved in this exercise in state? Also give details about NCERT's support in this regard.
f. Please give details about the obstacles arose during this exercise and also give your suggestions regarding time duration, involvement of experts, etc., in view of improving this process of revision.
g. Were stakeholders involved in this exercise oriented on the NCF/SCF philosophy? Yes/ No? If yes, how? If no, how do you think the revised syllabi incorporated the perspectives of NCF/SCF?
3. Was this revision done for all subject areas/classes? Yes/No?

If No,

- a. What were the reasons of revision not been done?
- b. Which subject areas/classes are left? Give details about the subject areas including health and physical education/art education, etc.
- c. Are old syllabi being used for these subject areas/classes? Yes/No?
- d. How issues related to curriculum linkages are being addressed in case of different syllabi being used in different classes?

If Yes,

- a. Are syllabi available in published form? Yes/No? If No, in what form these are being used?
- b. Are these available to teachers/students? Yes/ No? If No, how teachers are being disseminated?
- c. Are these syllabi being used in the school?

I.C

Development/Revision of Curricular Material by the States

1. List various curricular material including syllabi, textbooks, supplementary readings, workbooks, worksheets, question banks, science/math kit, audio-video material developed by your state at various stages.
2. Which state agencies are responsible for developing this material and how are these being disseminated? Who are the takers? Whether these materials are available for teachers and students? If No, What are the reasons/obstacles?
3. Give details about the curricular material in the following format:

S.No.	Type of Curricular Material	Class for which meant	Year of development/ revision	Language in which available

4. a. What was the basis for this revision?
b. What documents were consulted for revising this material?
c. What mechanism was created for this?
d. How much time it took? Whether it is phase-wise or one time exercise?
e. Give details about committees/experts/agencies/criteria (for the selection of experts/agencies) involved in this exercise in state? Also give details about NCERT's support in this regard.

f. Please give details about the obstacles arose during this exercise and also give your suggestions regarding time duration, involvement of experts, etc., in view of improving this process of revision.

g. Were stakeholders involved in this exercise oriented on the NCF/SCF philosophy? Yes/ No? If yes, how? If no, how do you think the revised material incorporated the perspectives of NCF/SCF?

5. Whether revised/new curricular material has been implemented in all the classes and in all the subject areas? If no how much it will take?
6. What is the feedback on the material? How do you share this material with other states or NCERT?

II.A

Languages

Analysis of Curricular Materials in Languages

Teaching-learning materials (TLM) are an essential aspect of any teaching-learning situation in a school setting. These are developed by national and state level agencies for government schools and also by many private agencies. Most teachers and learners have access to only the textbooks and few teachers have opportunities to use the teacher handbook / manual or teacher's edition of the textbooks. Learners also tend to rely on guides or question banks available in the market. Though, in principle, we agree that over dependence on textbooks is not desirable for achieving the objectives of teaching and learning a subject, most of school systems provide only textbooks as materials for teachers and learners. This tells us the importance of materials in any teaching-learning context to promote learning among the young people in school.

Materials development is a professional activity taken up by agencies like NCERT, the SCERTs, the SIEs and Education Boards across the country based on the national curriculum and the syllabus developed as a follow up to it. The exercise of materials development has to take into consideration national concerns which are in a way universal and should also contextualise materials in terms of texts / content and tasks that learners undertake to realise the act of learning the subject / language. It is important for the materials developers to have an understanding of the content (knowledge/ what is the subject), pedagogical aspect (how the subject is learnt), and the profile of the learner (who the learners are), how the materials will be transacted (what approach needs to be adopted), what the emerging trends in language pedagogy? are and ways and means to assess the learning of the learner? Needless to say that the materials in any form should aim at realising the objectives of language learning as delineated in the curricular statements and syllabus.

The key considerations are - How do the materials developers understand this very exercise and realise its various aspects? We can improve the processes behind developing quality materials for our learners by adding to the above questions in terms of how teachers perceive materials as tools for teaching-learning of the subject / language? How do they use the materials in promoting language learning? Do they have freedom to move beyond the textbooks? These must be dealt with from the user's point of view. The

3. Introduction of English from _____ class
4. Do teachers use children's mother tongue / home language pedagogy to teach English, other languages or other subjects?
5. Do curricular materials include authentic* texts?
6. Do the materials include different genres / registers? Select from the list below and give examples:
Informative text / argumentative / discursive / literary / graphical / travelogue / diary entry / travelogue / autobiography/drama/media writing, etc.
7. Whether the curricular material sensitises learners to the immediate social /physical environment?
 - a. Gender
 - b. Peace
 - c. Heritage craft
 - d. Environment
 - e. Persons with Disability
 - f. Any other
8. Are the curricular materials developed / selected as per the age and interest of the learners? Give examples.
9. Do the materials present linguistic and cultural diversity? (Illustrate with examples)
10. Is there scope to modify / redesign the curricular materials as per the requirement of the learners?
11. Are the curricular materials learner friendly in terms of
 - a. Language Comprehensibility?
 - b. Ideas and themes?
 - c. Physical load / volume?
 (Illustrate with examples)
12. Are the curricular materials learner centered?
 - a. Activities/tasks
 - b. Lessons
 (Illustrate with examples)
13. Are there multi-lingual contexts in the curricular materials that can engage learners? Yes/No. Give examples in support.
14. Is there scope in the curricular materials to use other resources like Newspaper, print media, electronic media, internet, etc?
15. How are the curricular materials designed to develop basic skills of language (LSRW)?
 (Illustrate with examples for each skill)
16. Do the curricular materials have texts /activities highlighting local population, craft, culture, etc.? (Illustrate with examples)

17. Do the curricular materials provide opportunity (through tasks and activities) to connect learning to the children's real life experiences / situations? (Illustrate with examples)
18. Explain how problem solving and critical thinking have been integrated in the lesson/activities. (Illustrate with examples)

Presentation and organisation (Pedagogical validity)

1. Do you feel the lessons / units have been graded? (easy to difficult, known to unknown, familiar to unfamiliar)
How has the lesson / unit been organized to fulfil the objectives of language teaching? Does the lesson include the following? (Please give examples while answering the sub-parts given below)
 - a. Pre-reading /Warm up / Intro.
 - b. While reading
 - c. Post reading (comprehension)
 - d. Vocabulary
 - e. Language items (grammar)
 - f. Listening and speaking
 - g. Writing
 - h. Study skills

a. Pre-reading / Intro. / Warm Up

Is there scope for connecting the learners' previous knowledge to the ideas in the text?

b. While reading

Are there any activities while reading the text for comprehension?

c. Post reading

- i Does it have informative / factual questions?
- ii Does it have inferential questions / open ended / extrapolative?
- iii What type of post reading activities have been given?
- iv Do these post reading activities allow learners to revisit the text more than once?
- v Do the post reading activities enable the learners to connect with the world outside? Please give examples.
 2. Are the instructions the comprehensible to (a) the teacher (b) learners?
 3. Comment on the suitability of illustrations with examples.

Skills and competency focus

1. Do the curricular materials promote mastery of the language system, vocabulary, grammar, spellings, punctuations and pronunciation?

2. Do the curricular materials develop communicative competency? Eg. Language functions like enquiring, inviting, describing, and apologizing (Illustrate with examples)
3. How have the curricular materials incorporated study skills? (Reference techniques, note-making, summarizing, picture reading, etc.) Are these authentic? Give examples to illustrate.
4. How do the curricular materials cater to learners at various levels of learning? (Give examples)
5. How have the curricular materials highlighted issues related to people with special needs through texts and activities?
6. Is the language used in the curricular materials gender sensitive? Give examples in support.

Effectiveness of Approach and Methodology:

1. Do the lessons provide meaningful contexts to learn the language? Illustrate with examples.
2. Which approach are the curricular materials based on? Illustrate with examples.
3. What kind of activities have been given in the materials -pair / group work, role play, games, simulation, visualization etc. Give specific examples per activity.

Guidance for Teachers and Learners:

- 1 Do the curricular materials give the teacher guidelines for preparing and transacting lessons?
- 2 Does the teacher have the freedom to adapt and modify the materials? Yes/No. Give reasons/examples in support.
- 3 Is there any advice given to students about how the books could be most effectively used?

Assessment / Evaluation

Do the curricular materials have assessment activities integrated into them? If yes, how are they given? (ask questions, activities or project work etc?)

Physical Aspects

1. Do you feel the curricular materials are well-printed, clear and attractively laid-out?
2. Is the book single colour or four colour?
3. Comment on the following:
 - a. Font size
 - b. Design
 - c. Layout
 - d. Quality of illustrations
 - e. Quality of paper

- f. Binding
- g. Any other aspect

* Nunan and Miller (1995) define authentic materials as those which were *not created or edited expressly for language learners*. This means that most everyday objects in the target language qualify as authentic materials. The following list, although not exhaustive, provides a wide sampling of authentic materials that can be used in the LCTL classroom.

Day to day objects:

- train schedules
- pictures of road signs
- business cards
- labels
- menus
- brochures
- receipts
- currency

Broader:

- music
- literature
- newspapers
- television programs
- radio broadcasts
- film
- internet websites

(Ref: Nunan, D., and L. Miller, eds. 1995. *New Ways in Teaching Listening*: Alexandria, VA: TESOL)

Evaluator's profile

1. Name:
2. Academic and Professional Qualification:
3. Designation, organisation details and official address:
4. Professional experience:

II.B

TOOL FOR SOCIAL SCIENCE CURRICULAR MATERIAL ANALYSIS

To be specific, the tool you are holding now aims to help us understand how the materials in the states are developed in social sciences or social studies. Items raised in this tool require responses associated with (i) the processes involved in the development of learning materials including textbooks; (ii) achieving the objectives of teaching social sciences as envisaged in the curricular framework and syllabus; (iii) promotion of social science education and (iv) the extent to which national curricular concerns are addressed in the learning materials. Kindly analyse the materials using the guidelines given and elicit your views from the critical perspective. We thank you very much for your cooperation and support.

Basic details about the material

Part A General information about Curricular Material

- 1 Name of the state:
- 2 Subject:
- 3 Types of curricular materials available / used:
 - a. Textbooks / supplementary readers / workbooks
 - b. Audio-video
 - c. Newspaper / magazines/ journals /etc Multimedia resources and programmes
 - d. Teacher's handbooks, teacher edition of the book, manuals, etc.
 - e. Multimedia resources and programmes
 - f. Internet resources
 - g. Any other
- 4 Name of the curricular material:
- 5 Type of the curricular material:
- 6 Class:
- 7 Whether based on state curriculum framework or national curriculum framework (Mention year):
- 8 Year of present/ latest publication/reprint:
- 9 Published by:
- 10 Author/Authors / Curricular development team
- 11 Editors

- 12 Total number of pages in the material:
- 13 Whether the curricular materials are priced or distributed free of cost:

Part B.

(i) Development Process

1. What was the mechanism used to develop this curricular material?
2. Did you meet with any obstacle while developing the curricular material? If yes, describe how you overcame those obstacles. If no, what were the mechanisms available that facilitated the smooth development of this material?
3. Did you revise the textbook/other material based on the NCF 2005? If no, when did you revise the textbook? Mention year.
4. If the curricular material is based on NCF 2005, was there any difference in the mechanism used to develop this material?

(ii) Content and Pedagogy

Content

1. What is the nature of organisation of chapters in textbook/other material? For example, in NCERT, four textbooks – one each for history, geography, political science and economics has been developed. What is the approach followed in your state? Do you bring out one textbook in which topics related to each subject area (history, geography, political science and economics) are presented? If yes, how do you find it different from the NCERT's textbooks? If no, are you planning for the same?
2. To what extent the contents of the learning material meet
 - a. overall objectives of the teaching social science,
 - b. learning objectives of history, geography, political science and economics and
 - c. unit-wise objectives provided in the syllabus (state/NCERT)?Support with examples.
3. To what extent do you find content in learning material is authentic and accurate? Give details.
4. How this material helps learners in building foundation for learning social science concepts? Explain.

5. How were the contents organised? Are they presented following any specific approach? For instance, NCERT social science textbooks followed the thematic approach to organise the components of social science syllabus. How do you describe the approach followed in the presentation of contents in the learning material?
6. NCF 2005 suggested to move from using the term, “civics”, to “political science” also change the way political science topics presented in textbooks. Do you think this has happened in this learning material? If not, what are the views of curriculum developers in your state? (please give details)
12. Whether the contents have linkages with lower (upper primary stage) and higher (higher secondary stage) classes? Are social science concepts arranged sequentially building on what was learned in the past and move on to higher level? Support with examples.
13. Whether the learning material provide scope to and help students to develop critical (opposed to superficial, know both ‘pros’ and ‘cons’) understanding of society? Yes/No. Support with examples.
14. Does the content of each chapter adequate help through a variety of contents for the learner to develop understand social science concepts?
15. How do the contents / tasks / activities given in the learning material promote the following academic and social skills?
 - a. Knowledge base
 - b. Sensitivity to others’ wellbeing and feelings
 - c. Rational / critical attitude
 - d. Learning to learn
 - e. Work and ability to participate in economic life
 - f. Appreciation of aesthetic aspects
16. How does the content in the learning material take into account both rural and urban environments of various parts of the state / nation?
17. How are local, national and global examples / events provided to illustrate the social science concepts? Are these appropriate to the topic / sub-topic discussed in the texts / chapters?
18. Does the local content is sufficiently embedded with the social science concept? Yes/No. Cite an example from this material.
19. Are local / state specific issues incorporated in this learning material? If yes, give details.
20. Does the learning material provide scope for critical, analytical and creative thinking? If yes, give details.
21. Does learning material have the scope to understand different types of pollution, sensitise students towards environmental concerns for example conservation,

sustainability, judicious utilisation of resources? If yes, give details. If no, what are your suggestions?

22. Is the language used in the content based on local/state context? Yes/No? Give details.
23. Is the textbook structured / presented in a manner that facilitate constructivism – engage students actively in the learning process and help them to comprehend social science concepts? Yes/No? Support with examples.
24. Do illustrative examples and content narratives provide scope for self- motivation and self-learning? If yes, give details.
25. Are there any issues that are likely to have an adverse psychological effect on students? If yes, please give details.
26. Are social science concepts presented from multiple perspectives? Are they sufficient, insufficient / overemphasised? In case of yes, support with examples.
27. Are socio-political, geographical and local concerns highlighted through multiple perspectives? If yes, support with examples.
28. Do the illustrative examples / case studies / box materials presented in texts overpower the concepts supposed to be learned? Yes/No? If yes, give details.
29. Do the recent reprint edition / revised textbook chapters provide updated data? Yes/No? If no, have you initiated the process of updation?

Pedagogy

1. Is there any element of interactivity in the narrative? If yes, give details. If no, what do you suggest?
2. Are textbooks containing of hands on activities and through productive work while presenting social science concepts? Yes/No? Support with examples.
3. Do contents in the learning material reinforce social science concepts through productive work activities? If yes, how?
4. While illustrating a social science concept, does the learning material differentiate an example from non-example? If yes, identify the case and mention it.

5. Do you find illustrative examples that help students to apply social science concepts introduced in textbook in real life situations? If yes, indicate some examples.
6. Whether the textbook provide introductory note for students? If yes, give the brief of that note.
7. Is the main idea / purpose of chapter stated clearly in the beginning of the chapter?
8. Does this learning material help to go beyond what is stated as content – referring to plurality of sources from where one can look for possible solutions to the problems? If yes, give details.
9. Are there any specific guidance / training provided to teachers on how to use this material in the classroom? If yes, please give details.
10. Do you think teachers may require to use additional material to teach topics given in this learning material? If yes, please list the material.
11. Do you think the teachers can teach the whole learning material and complete the course within the given time? If not, give reasons. Also suggest measures to do so.
12. Does the learning material give opportunities to students to do in-door and outdoor activities and observation to learn subject-specific concepts? Does the content encourage as part of activities to meet people, visit museums, zoo, farms, shops, neighbourhood localities, offices, etc.? Support with examples.
13. Does the learning material enable and encourage students and teachers to use Information and Communication Technology while learning social science concepts? Support with examples.
14. Does the learning material encourage teachers to use teaching aids other than ICT? Support with examples.

Socio-Political Concerns and Perspectives

1. Do you think this material fairly represents gender, class and inclusion issues? Support with examples.
2. How and where this material integrate / incorporate the following aspects (describe the nature of integration and the page numbers)
 - a. Trust

- b. Mutual respect
- c. Respect for diversity
- d. Human rights - human dignity and rights
- e. Interdisciplinary approach
- f. Gender concerns
- g. Equality of sexes
- h. Adjectives used for boys and girls in examples
- i. Occupations used for women and men
- j. Less emphasise on portrayal of customary practices
- k. Use of power relations (gender) in examples
- l. Tokenism in representation of gender concerns – integration
- m. Showing women as agents of change
- n. Active versus passive role, dresses (veil, purdah)
- o. Positioning of men and women in visuals
- p. Gender-sensitive language

3. Do the present content takes care of Children with special needs / inclusive education:

- a. portraying characters within texts – use of terminology appropriate to children having hearing / visual / mental difficulty – use of positive loaded terminologies;
- b. Include characters having some difficulties of human beings / children as a contrast to ‘normal’ human beings / children
- c. font size appropriate to the children with learning difficulties
- d. giving illustrative example of how technology including ICT can be used by children having a a variety of learning difficulties?
- e. Providing a summary / recap of each chapter / theme so as to facilitate students with reading difficulties?

4. Does this learning material include

- a. Discussion on India’s freedom movement? Support with examples.
- b. Constitutional values (rights and duties)
- c. National identity
- d. Egalitarianism
- e. Principles of democracy
- f. Secularism
- g. Protection of the environment
- h. Removal of social barriers
- i. Adolescence education and observance of small family norms

5. Learning materials are expected to contain very few stereotypes / negative examples. Do you think this has been achieved in this material?

(Dr. Srinivasan – Please clarify with example)

6. Does this learning contain any kind of bias / stereotyped images in its content in the following areas?
 - a. Gender
 - b. Religion
 - c. Ethnic groups
 - d. Caste
 - e. Class
 - f. Rural / urban
 - g. Children having learning difficulties

7. Inculcating scientific temper / inquiry is one of the goals of school curriculum. It is also one of the fundamental duties of every Indian citizen. This means learners are expected to understand present their views on a concept using logic, avoid bias and preconceived notions. The learning materials are also expected to provide opportunities for discussion, argument and analysis of the issues. Students and teachers expected to provide opportunities to share different viewpoints on the issue.

Do you think this learning material provide space temper / inquiry?

8. Does the learning material contain illustrative examples from diverse cultures and also provide opportunities to understand India's common cultural heritage.
9. It is expected that the social science learning materials present not only best and ideal examples to illustrate a concept but also illustrate social science concepts with the real life struggles of people. Do you find any such an attempt made in this learning material?
10. How does this material develop sensitivity and curiosity among learners on our social life?
11. Do you think this learning material helps learners to have a healthy engagement with life outside the school? How?
12. Do you think this learning material provide opportunities for young learners to understand the way society takes shape and function? How?
13. If the learning material is based on NCF 2005, how useful are the new topics included and the approach followed in the presenting the content?
14. How does the learning material cater to the needs of different kinds of learners?

Assessment:

1. Does the learning material provide guidance on how learners can be assessed?

2. Is the assessment questions / activities inbuilt in different sub-topics of each chapter the learning material?

- 3 Do you think in-text questions help recap the important ideas presented in a sub-top, work as diagnostic assessment – help teachers to know whether the students have understood what was taught and breaking the monotony?
- 4 Does the learning material contain activities, illustrations, maps and diagrams? Are these sufficiently and appropriately placed?
- 5 Do you think teachers and students can do all the activities suggested in the learning material?
6. Whether the exercises given in the end of each chapter cover all the concepts / topics discussed in the chapter in terms of recapitulation and consolidation?
7. Whether the exercises given in the end of each chapter pertained to concepts / topics discussed in the chapter?
8. Do the narratives and exercises given in the textbook chapters promote self-assessment? Do you think questions raised in the texts (both in-text and end of chapter) provide scope for
 - a. Reflection
 - b. Analytical thinking
 - c. Problem solving
 - d. Creative thinking?
9. Are there activities in textbook which can be done by children with visual / hearing (or other learning) difficulties?

Structural Aspects (Presentation, use of language and visuals)

1. How logically has the chapter been divided into sections / parts and paragraphs?
2. How far is the length of the chapter appropriate to the level of the target group?
3. Are content materials in the learning material presented in one or two columns?
4. How does the layout of the learning material enhance its readability?
5. Are the contents and illustrations presented in the text appropriate to the age /cognitive level of students?
6. Do you think the average length of sentence is appropriate to learner?
7. Does the text take into account coherence markers and connectors in an appropriate manner?
8. Does the language including style and vocabulary simple and comprehensible for the learner?

9. Does the text in the learning material use language pertaining to the specific subject (history, geography, economics and political science) sufficiently?
10. Are technical terms or concepts are also given either in brackets, glossary or both?
11. Do you find any linkage between unit to unit and within unit of the learning material?
12. Is the text likely to be interesting and enjoyable to the students? How far learning material can sustain learner's interest?
13. How far does the presentation of the content take cognizance of modern trends in teaching-learning processes?
14. How far the information / questions / case studies given within the boxes relevant for content enrichment?
15. Do you think the illustrations are appropriately on the following aspects?
 - h. Size
 - i. Relevance
 - j. Placement
 - k. Readability
 - l. Variety
 - m. Colour
 - n. Caption
 - o. Explanation in the main content
4. Does the textbook contain glossary in the end of either chapter or in the end of all chapters?
5. Does the learning material includes topics other than / excluded those given in the syllabus? If so, mention them.
6. How do you assess the following aspects of the learning material?
 - a. Cover page
 - b. Printing quality
 - c. Font size of text materials
 - d. Clarity of visuals
 - e. Quality of binding
7. Do you find error and discrepancy, if any in the names, places, outdated information, illustrations and exercises in this learning material? Mention with page numbers.

Evaluator's profile

5. Name:
6. Academic and Professional Qualification:
7. Designation, organisation details and official address:
8. Professional experience:

II.C

TOOL FOR MATHEMATICS CURRICULAR MATERIAL ANALYSIS

Part A General information about Curricular Materials

- 11 Name of the state:
- 12 Subject:
- 13 Types of curricular materials available / used:
 - a. Textbooks / supplementary readers / workbooks
 - b. Audio-video
 - c. Newspaper / magazines/ journals /etc Multimedia resources and programmes
 - d. Teacher's handbooks, teacher edition of the book, manuals, etc.
 - e. Multimedia resources and programmes
 - f. Internet resources
 - g. Any other
- 14 Name of the curricular material:
- 15 Class:
- 16 Whether based on state curriculum framework or national curriculum framework (Mention year):
- 17 Year of publication/reprint:
- 18 Published by:
- 19 Author/Authors / Curricular development team
- 20 Whether the curricular materials are priced or distributed free of cost:
11. Language (in which the material is published):

Part B Curricular material in Mathematics

(iii) Development Process

1. What was the mechanism used to develop this curricular material?
2. Did you meet with any obstacle while developing the curricular material? If yes, describe how you overcame those obstacles. If no, what were the mechanisms available that facilitated the smooth development of this material?
3. Did you revise the textbook/other material based on the NCF 2005? If no, when did you revise the textbook? Mention year.
4. If the curricular material is based on NCF 2005, was there any difference in the mechanism used to develop this material?

(iv) Content and Pedagogy

Content

5. To what extent the contents of the learning material meet

- a. overall objectives of the teaching mathematics,
- b. learning objectives of arithmetic, algebra and geometry,
- c. Unit-wise objectives provided in the syllabus (state/NCERT)?

Support with examples.

6. How are the contents organised? Are they presented following any specific approach? For instance, NCERT textbooks follow the thematic approach to organise the components of different subjects. How do you describe the approach followed in the presentation of contents in the learning material?
7. Whether the contents have linkages with lower (upper primary stage) and higher (higher secondary stage) classes? Are mathematical concepts arranged sequentially building on what was learned in the past and move on to higher level? Support with examples.
8. Does the content of each chapter is adequate to help learners through a variety of contents to develop understanding of the mathematical concepts?
9. To what extent do you find content in learning material is authentic and accurate? Give details keeping in view the following questions:

Is the content free from factual and numerical errors?

Is the information and scientific data, tables etc. are up to date and correct?

Is mathematical derivations are logical and correct?

Is there consistency in the use of symbols and notations?

10. How this material will help learners in building foundation for learning mathematical concepts? Explain.
11. Does the learning material provides situations that help students to develop their own symbols that are meaningful to create, define some concepts, propositions and pose some auxiliary problems or extending the meaning of concepts to new situations? Support with examples.
12. Does the learning material show inadequacy of the symbols, concepts, generalization to solve the problems? Yes /No? Support with examples.

13. Does the learning material develop convincing arguments (proof) in proving or disproving the propositions? Yes/No? If yes, to what extent, support with examples. If no, how can this be introduced in the material.
14. Does the learning material provides opportunities to students for knowing that, i) the theorem is the final product of such proved propositions ii) the example created to disprove the propositions is counter example iii) the role of counter examples and proof?
15. Does this material provide occasions to prove the propositions in alternate ways (using algebra, geometry and trigonometry)? Yes/No? Support with examples and suggestions.
16. Is there a smooth transition while switching over to algebra from arithmetic? Yes/No. If yes please explain. If no please give suggestion to introduce smooth transition.
17. Does it provide occasions to generalize the properties observed by verifying over the shapes and sizes of geometric objects? If yes, to what extent this helps enhancing student's learning? If no, how can this be introduced in the material?
18. Does it provide situations to students the facility to visualize and to develop imagination through geometry? Yes/No? Support with examples and situations.
19. Does it provide situations to the students to appreciate the integration of algebra and geometry? Yes/No? If yes, how this is helpful for students? If no, give your views.
20. Does it provide opportunities to solve problems in (i) different branches of mathematics i.e. within the subjects ii) in other subjects? Yes/No? Support with examples.
21. How do the contents / tasks / activities given in the learning material promote the following academic and social skills?
 - a. Knowledge base
 - b. Sensitivity to others' well- being and feelings
 - c. Rational / critical attitude
 - d. Learning to learn
 - e. Work and ability to participate in economic life
 - f. Appreciation of aesthetic aspects

22. How does the content in the learning material take into account both rural and urban environments of various parts of the state / nation?
 23. How are local, national and global examples / events provided to illustrate mathematical concepts? Are these appropriate to the topic / sub-topic discussed in the texts / chapters?
 24. Does the local content/issues are sufficiently embedded with the mathematical concept? Yes/No. Cite an example from this material.
 25. Does the learning material provide scope for critical, analytical and creative thinking? If yes, give details.
 26. Does learning material have the scope to understand different types of pollution, sensitise students towards environmental concerns for example conservation, sustainability, judicious utilisation of resources? If yes, give details. If no, what are your suggestions?
 27. Is the language used in the content based on local/state context? Yes/No? Give details keeping in view the following indicators:
 - a. Readability.
 - b. Comprehensiveness
 - c. Use of standard symbol
23. Is the textbook structured / presented in a manner that facilitate constructivism – engage students actively in the learning process and help them to comprehend mathematical concepts? Yes/No? Support with examples.
24. Are there graded examples, illustrations, non- examples and generalizations? Do illustrative examples and content narratives provide scope for self- motivation, self-learning and investigatory projects? If yes, give details.
25. To what extent the content tally with the syllabus requirements? Give details.
26. Are there graphs diagrams, numerical data etc., rather than verbal expressions? Are these adequate? If yes, to what extent these help in enhancing students' interest in mathematics? If not, which concepts need to include these? Kindly list.

27. Do you think the content presented makes students feel stressed as they are not able to read difficult language and understand the concepts? if yes, please give details keeping in view the following and supporting with examples:

- Is the depth of the content appropriate according to age of the students or it is shallow or too rigorous?
- Is the content matter properly linked with the previous knowledge?
- Whether new topics introduced start from the introductory level?
- Whether there is a correlation of subject from unit to unit or within the unit?

28. Do the recent reprint edition / revised textbook chapters provide updated data? Yes/No? If no, have you initiated the process of updation?

Pedagogy

29. Is there any element of interactivity in the narrative? If yes, give details. If no, what do you suggest?

30. Is textbook/learning material contains hands on activities and productive work within mathematical concepts? Yes/No? Support with examples.

31. Do contents in the learning material reinforce mathematical concepts through productive work activities? If yes, how?

32. Do you find scope for students in the curricular material that help students to recognize the problems that arise from:

1. real life situations
2. observant of a physical and natural phenomenon
3. out of curiosity
4. explaining inadequacies in existing theories

Please give details with examples.

33. Does the material also provide scope for formulating or stating the problem statement in students' own words? Does it provide scope for writing the statement in mathematical forms using the existing symbols, notations etc.?

34. Whether the material/textbook provides introductory note for students? If yes, give the brief of that note.

35. Is the main idea / purpose of chapter stated clearly in the beginning of the chapter?
36. Does this learning material help to go beyond what is stated as content – referring to plurality of sources from where one can look for possible solutions to the problems? If yes, give details.
37. Are there any specific guidance / training provided to teachers on how to use this material in the classroom? If yes, please give details.
38. Do you think teachers may require using additional material to teach topics given in this learning material? If yes, please list the material.
39. Do you think the teachers can teach the whole learning material and complete the course within the given time? If not, give reasons. Also suggest measures to do so.
40. Does the learning material give opportunities to students to do in-door and outdoor activities and observation to learn subject-specific concepts? Does the content encourage as part of activities to visit other curricular sites for learning mathematics e.g., to meet people, visit museums, farms, shops, neighbourhood localities, offices, etc.? Support with examples.
41. Does the learning material enable and encourage students and teachers to use Information and Communication Technology while learning mathematical concepts? Support with examples.
42. Does the learning material encourage teachers to use teaching aids other than ICT? Support with examples.
43. What are your views on the use of guidebooks by the students and teachers, even though adequate curricular material developed by the state is available?

Socio-Political Concerns and Perspectives

44. Do you think this material fairly represents gender, class and inclusion issues? Support with examples.
45. How and where this material integrate / incorporate the following aspects (describe the nature of integration and the page numbers)
 - a. Respect for diversity
 - b. Human rights - human dignity and rights
 - c. Interdisciplinary approach

- d. Gender concerns
- e. Occupations used for women and men
- f. Less emphasise on portrayal of customary practices

46. Do the present content takes care of Children with special needs / inclusive education:

- a. portraying characters within texts – use of terminology appropriate to children having hearing / visual / mental difficulty – use of positive loaded terminologies;
- b. Include characters having some difficulties of human beings / children as a contrast to ‘normal’ human beings / children
- c. font size appropriate to the children with learning difficulties
- d. giving illustrative example of how technology including ICT can be used by children having a a variety of learning difficulties?
- e. Providing a summary / recap of each chapter / theme so as to facilitate students with reading difficulties?

47. Learning materials are expected to contain very few stereotypes / negative examples. Do you think this has been achieved in this material?

48. Does the learning material contain illustrative examples from diverse cultures and also provide opportunities to understand India’s common cultural heritage?

49. If the learning material is based on NCF 2005, how useful are the new topics included and the approach followed in the presenting the content?

50. How does the learning material cater to the needs of different kinds of learners?

Assessment

1. Does the learning material provide guidance on how learners can be assessed?
2. Is the assessment questions / activities inbuilt in different sub-topics of each chapter the learning material?
3. Do you think in-text questions help recap the important concepts presented in the sub-topic, work as diagnostic assessment – help teachers to know whether the students have understood what was taught and breaking the monotony?
4. Whether the exercises given in the end of each chapter cover all the concepts / topics discussed in the chapter in terms of recapitulation and consolidation?
5. Whether the exercises given in the end of each chapter pertained to concepts / topics discussed in the chapter?
6. Whether there is variety in the mathematical exercises? Yes/No? What types of exercises are given, give details? How this will help in generating interest in students towards mathematics?
7. Do the narratives and exercises given in the textbook chapters promote self-assessment?

8. Do you think questions raised in the texts (both in-text and end of chapter) provide scope for
 - a. Reflection
 - b. Analytical thinking
 - c. Problem solving
 - d. Creative thinking?
9. Are there activities in textbook which can be done by children with visual / hearing (or other learning) difficulties?

Structural Aspects (Presentation, use of language and visuals)

1. How logically has the chapter been divided into sections / parts and paragraphs?
2. How far is the length of the chapter appropriate to the level of the target group?
3. Are content materials in the learning material presented in one or two columns?
4. How does the layout of the learning material enhance its readability?
5. Are the contents and illustrations presented in the text appropriate to the age /cognitive level of students?
6. Do you think the average length of sentence is appropriate to learner?
7. Does the text take into account coherence markers and connectors in an appropriate manner?
8. Does the language including style and vocabulary simple and comprehensible for the learner?
9. Are technical terms or concepts are also given either in brackets, glossary or both?
10. Do you find any linkage between unit to unit and within unit of the learning material?
11. Is the text likely to be interesting and enjoyable to the students? How far learning material can sustain learner's interest?
12. How far does the presentation of the content take cognizance of modern trends in teaching-learning processes?
13. How far the information / questions / case studies given within the boxes relevant for content enrichment?
14. Do you think the illustrations are appropriately on the following aspects?
 - a. Size
 - b. Relevance
 - c. Placement
 - d. Readability
 - e. Variety
 - f. Colour
 - g. Caption
 - h. Explanation in the main content

10. Does the curricular material/textbook contain glossary in the end of either chapter or in the end of all chapters?
11. Does the learning material includes topics other than / excluded those given in the state / NCERT syllabus? If so, mention them.
12. How do you assess the following aspects of the learning material?
 - a. Cover page
 - b. Printing quality
 - c. Font size of text materials
 - d. Clarity of visuals
 - e. Quality of binding
13. Are numerals, formulas, graphs, charts, diagrams, etc., are clearly visible in the material? If not what are your suggestions?
14. Do you find any error and discrepancy, if any in the names, places, outdated information, illustrations and exercises in this learning material? Mention with page numbers.

Evaluator's profile

1. Name:
2. Academic and Professional Qualification:
3. Designation, organisation details and official address:
4. Professional experience:

II.D

TOOL FOR SCIENCE CURRICULAR MATERIAL ANALYSIS

Part A General information about Curricular Materials

- 1 Name of the state:
- 2 Subject:
- 3 Types of curricular materials available / used:
 - a. Textbooks / supplementary readers / workbooks/Exampler Problems/Laboratory Manuals
 - b. Audio-video
 - c. Newspaper / magazines/ journals /etc Multimedia resources and programmes
 - d. Teacher's handbooks, teacher edition of the book, manuals, kits, etc.
 - e. Multimedia resources and programmes
 - f. Internet resources
 - g. Any other
- 4 Name/Title of the curricular material (in hand for analysis):
- 5 Class:
- 6 Whether based on state curriculum framework or national curriculum framework (Mention year):
- 7 Year of publication/reprint:
- 8 Published by:
- 9 Author/Authors / Curricular development team
- 10 Whether the curricular materials are priced or distributed free of cost:
11. Language (in which the material is published):

Part B Curricular material in Science

(i) Development Process

1. What was the mechanism used to develop this curricular material?
2. Did you meet with any obstacle while developing the curricular material? If yes, describe how you overcame those obstacles. If no, what were the mechanisms available that facilitated the smooth development of this material?
3. Did you revise the textbook/other material based on the NCF 2005? If no, when did you revise the textbook? Mention year.
4. If the curricular material is based on NCF 2005, was there any difference in the mechanism used to develop this material?

(ii) Content and Pedagogy

Content

1. To what extent the contents of the learning material meet
 - a. overall objectives of the teaching science,
 - b. learning objectives of biology, chemistry, and physics,
 - c. unit-wise objectives provided in the syllabus (state/NCERT)?

Support with examples.

2. How are the contents organised? Are they presented following any specific approach? For instance, NCERT textbooks follow the thematic approach (food, shelter,...) to organise the components of different subjects. How do you describe the approach followed in the presentation of contents in this learning material?
3. Whether the contents have linkages with lower (upper primary stage) and higher (higher secondary stage) classes? Are scientific concepts arranged sequentially building on what was learned in the past and move on to higher level? Support with examples.
4. Does the content of each chapter is adequate to help learners through a variety of contents to develop understanding of the scientific concepts?
5. To what extent do you find content in learning material is authentic and accurate? Give details keeping in view the following questions:
 - a. Is the content free from factual and numerical errors?
 - b. Is the information and scientific data, tables etc. are up to date and correct?
 - c. Are scientific explanations logical and correct?
 - d. Is there consistency in the use of symbols and notations?
 - e. Are the scientific facts appropriately stated?
 - f. Is Authentic source of information quoted
6. How this material will help learners in building foundation for learning scientific concepts? Explain.

7. Does the learning material provides situations that help students to develop their own explanations that are meaningful, define some concepts, experiment or extending the meaning of concepts to new situations? Support with examples.
8. Does the learning material show inadequacy of the symbols, concepts, diagrams, experiments, explanation of the scientific phenomena? Yes /No? Support with examples.
9. Does the learning material develop convincing explanation for the scientific phenomena/concepts based on experiments/evidences? Yes/No? If yes, to what extent, support with examples. If no, how can this be introduced in the material.
10. Does the learning material provides opportunities to students for knowing that,
 1. There is a cause behind every effect .
 2. Evidences are needed to explain any scientific phenomena
 3. Concepts in science has linkages with the other subject areas
 4. Experiments /observations are essential to construct scientific knowledge
11. Does this material provide opportunities to students to create new experiments going beyond textbooks to prove some phenomena? Yes/No? Support with examples and suggestions.
12. Does it provide situations to the students to appreciate the integration of biology, chemistry and physics and also other subject areas such as mathematics, social sciences, arts, etc.,? Yes/No? If yes, how this is helpful for students? If no, give your views.
13. How do the contents / tasks / activities given in the learning material promote the following academic and social skills?
 - a. Knowledge base
 - b. Sensitivity to others' well- being and feelings
 - c. Rational / critical attitude
 - d. Learning to learn
 - e. Work and ability to participate in economic life
 - f. Appreciation of aesthetic aspects
 - g. Scientific temper (discarding dogmatic belief based on evidences/experiments/logical reasoning)

14. How does the content in the learning material take into account both rural and urban environments of various parts of the state / nation?
15. How are local, national and global examples / events provided to illustrate scientific concepts? Are these appropriate to the topic / sub-topic discussed in the texts / chapters?
16. Does the local content/issues are sufficiently embedded with the scientific concept? Yes/No. Cite an example from this material.
17. How do you find content providing adequate space two child's context? For example knowledge of a tribal girl about flora-fauna of her village.
18. Does the learning material provide scope for critical, analytical and creative thinking? If yes, give details.
19. Does learning material have the scope to understand different types of pollution, sensitise students towards environmental concerns for example conservation, sustainability, judicious utilisation of resources? If yes, give details. If no, what are your suggestions?
20. Is the language used in the content based on local/state context? Yes/No? Give details keeping in view the following indicators:
 - a. Readability.
 - b. Comprehensiveness
 - c. Use of standard symbol
21. Is the textbook structured / presented in a manner that facilitate constructivism – engage students actively in the learning process and help them to comprehend scientific concepts? Yes/No? Support with examples.
22. Are there graded examples, illustrations, explanations and experiments? Do illustrative examples and content narratives provide scope for self- motivation, self-learning and investigatory projects? If yes, give details.
23. Are the examples appropriate to the text? Do they-
 - have a fair representation of gender and class
 - have localized examples incorporated
 - have representation of people/examples, non stereotypical?
 Support with examples.
24. To what extent the content tally with the syllabus requirements? Give details.
25. Are there diagrams , experiments, biography of scientists(including women scientists), etc., rather than only information? Are these adequate? If yes, to what extent these help in enhancing students' interest in science? If not, what are your suggestins?

26. Do you think the content presented makes students feel stressed as they are not able to read difficult language and understand the concepts? if yes, please give details keeping in view the following and supporting with examples:

- Is the depth of the content appropriate according to age of the students or it is shallow or too rigorous?
- Is the content matter properly linked with the previous knowledge?
- Whether new topics introduced start from the introductory level?
- Whether there is a correlation of subject from unit to unit or within the unit?

27. To what extent the content gives the students opportunity of

... Experimenting

... Performing various activities

... Creative thinking

.... Project based learning

28. Does the text take care of the historical perspective of development of science/concept. Support with examples.

29. Do the recent reprint edition / revised textbook chapters provide updated data? Yes/No? If no, have you initiated the process of updation?

Pedagogy

1. Is there any element of interactivity in the narrative? If yes, give details. If no, what do you suggest?
2. Is curricular material contains hands on activities and productive work while explaining about scientific concepts? Yes/No? Support with examples.
3. Do contents in curricular material reinforce scientific concepts through productive work activities? If yes, how?
4. Do you find scope for students in the curricular material that help students to recognize the problems that arise from:
 - a. real life situations.
 - b. observant of a physical and natural phenomenon
 - c. out of curiosity
 - d. explaining inadequacies in existing theoriesPlease give details with examples.

5. Does the material also provide scope for formulating or stating the scientific concept/phenomena in students' own words? Does it provide scope for writing the statement in scientific forms using the existing symbols, notations, terms, etc.?
6. How does the text at any instance attempt to
 - a. break myths.
 - b. sensitise students on existing taboos
 - c. encourage student to think independently
 - d. provide enough scope for participative discussion
 - e. break gender stereotypes

Support with specific examples.

7. Whether the material/textbook provides introductory note for students? If yes, give the brief of that note.
8. Is the main idea / purpose of chapter stated clearly in the beginning of the chapter?
9. Does this learning material help to go beyond what is stated as content – referring to plurality of sources from where one can look for possible solutions to the problems? If yes, give details.
10. Are there any specific guidance / training provided to teachers on how to use this material in the classroom? If yes, please give details.
11. Do you think teachers may require using additional material to teach topics given in this learning material? If yes, please list the material.
12. Do you think the teachers can teach the whole learning material and complete the course within the given time frame? If not, give reasons. Also suggest measures to do so.
13. Does the curricular material give opportunities to students to do in-door and outdoor activities and observation to learn subject-specific concepts? Does the content encourage as part of activities to visit other curricular sites for learning science e.g., to meet people, visit museums, farms, science park, exhibitions, neighbourhood localities, ponds, biodiversity park, etc.? Support with examples.
14. Does the curricular material enable and encourage students and teachers to use Information and Communication Technology while learning scientific concepts? Support with examples.

15. Does curricular material provides weblinks at the end of each chapter so that students can explore more going beyond textbook? Support with examples. Have you checked ever, if these weblinks are working?
16. Does the curricular material encourage teachers to use teaching aids other than ICT? Support with examples.
17. What are your views on the use of guidebooks by the students and teachers, even though adequate curricular material developed by the state is available?

Socio-Political Concerns and Perspectives

1. Do you think this material fairly represents gender, class and inclusion issues? Support with examples.
2. How and where this material integrate / incorporate the following aspects (describe the nature of integration and the page numbers)
 - a. Respect for diversity
 - b. Human rights - human dignity and rights
 - c. Interdisciplinary approach
 - d. Gender concerns
 - e. Occupations used for women and men
 - f. Less emphasise on portrayal of customary practices
 - g. Scientific temper
3. Do the present content takes care of Children with special needs / inclusive education:
 - a. portraying characters within texts – use of terminology appropriate to children having hearing / visual / mental difficulty – use of positive loaded terminologies;
 - b. Include characters having some difficulties of human beings / children as a contrast to ‘normal’ human beings / children
 - c. font size appropriate to the children with learning difficulties
 - d. giving illustrative example of how technology including ICT can be used by children having a a variety of learning difficulties?
 - e. Providing a summary / recap of each chapter / theme so as to facilitate students with reading difficulties?
4. Curricular materials are expected to contain very few stereotypes / negative examples. Do you think this has been achieved in this material?
5. Does the curricular material contain illustrative examples from diverse cultures and also provide opportunities to understand India’s common cultural heritage?

6. If the curricular material is based on NCF 2005, how useful are the new topics included and the approach followed in the presenting the content?
7. How does the learning material cater to the needs of different kinds of learners?

Assessment

1. Does the curricular material provide guidance on how learners can be assessed?
2. Is the assessment questions / activities inbuilt in different sub-topics of each chapter of the learning material?
3. Do you think in-text questions help recap the important concepts presented in the sub-topic, work as diagnostic assessment – help teachers to know whether the students have understood what was taught?
4. Whether the exercises given in the end of each chapter cover all the concepts / topics discussed in the chapter in terms of recapitulation and consolidation?
5. Whether the exercises given in the end of each chapter pertained to concepts / topics discussed in the chapter?
6. Whether there is variety in the mathematical exercises? Yes/No? What types of exercises are given, give details? How this will help in generating interest in students towards science?
7. Do the narratives and exercises given in the textbook chapters promote self-assessment?
8. Do you think questions raised in the texts (both in-text and end of chapter) provide scope for
 - a. Reflection
 - b. Analytical thinking
 - c. Problem solving
 - d. Creative thinking?
9. Are there activities in textbook which can be done by children with visual / hearing (or other learning) difficulties?

Structural Aspects (Presentation, use of language and visuals)

1. How logically has the chapter been divided into sections / parts and paragraphs?
2. How far is the length of the chapter appropriate to the level of the target group?
3. Are content in the learning material presented in one or two columns?
4. How does the layout of the learning material enhance its readability?
5. Are the contents and illustrations presented in the text appropriate to the age /cognitive level of students?
6. Do you think the average length of sentence is appropriate to learner?
7. Does the text take into account coherence markers and connectors in an appropriate manner?

8. Does the language including style and vocabulary simple and comprehensible for the learner?
 9. Are technical terms or concepts are also given either in brackets, glossary or both?
 10. Do you find any linkage between unit to unit and within unit of the learning material?
 11. Is the text likely to be interesting and enjoyable to the students? How far learning material can sustain learner's interest?
 12. How far does the presentation of the content take cognizance of modern trends in teaching-learning processes?
 13. How far the information / questions / case studies given within the boxes relevant for content enrichment?
 14. Do you think the illustrations are appropriately on the following aspects?
 - a. Size
 - b. Relevance
 - c. Placement
 - d. Readability
 - e. Variety
 - f. Colour
 - g. Caption
 - h. Explanation in the main content
-
10. Does the curricular material/textbook contain glossary in the end of either chapter or in the end of all chapters?
 11. Does the learning material includes topics other than / excluded those given in the state / NCERT syllabus? If so, mention them.
 12. How do you assess the following aspects of the learning material?
 - a. Cover page
 - b. Printing quality
 - c. Font size of text materials
 - d. Clarity of visuals
 - e. Quality of binding
 13. Comment with examples on the following features:
 - Are the diagrams represented and labeled appropriately?
 - Are the illustrations in proper symmetry ?
 - Are the highlights of the chapter mentioned at the end of the chapter?
 - Are chemical reactions adequately presented and comprehensible to students?
 14. Are numerals, formulas, graphs, charts, diagrams, pictures of experimental set-up, plants, animals, etc., are clearly visible in the material? If not what are your suggestions?
 15. Do you find any error and discrepancy, if any in the names, places, outdated information, illustrations and exercises in this learning material? Mention with page numbers.

Evaluator's profile

1. Name:
2. Academic and Professional Qualification:
3. Designation, organisation details and official address:
4. Professional experience:

RESPONSE SHEETS

Tool I A

Karnataka State Curriculum Framework 2007

- a. Karnataka has an unpublished curriculum framework called KCF 2007. It is largely based on the principles of NCF 2005.
- b. It was framed in 2007. NCF 2005 was considered while framing KCF 2007. All the recommendations of NCF 2005 have been accepted and incorporated in KCF 2007. Local specific needs have been addressed.
- c. The framing of KCF emerged from a thorough understanding of NCF 2005. There were state wide discussions on NCF 2005 and the district groups came out with their understanding and recommendations. The state group consisted of representatives from different districts as well as the reports from the districts. The core committee consisted of
 - i. The Director, DSERT
 - ii. Chief academic consultant for SSA, Karnataka
 - iii. Joint Director(Quality), SSA, Karnataka
 - iv. Faculty from CTEs and DIETs.
 - v. NGOs/Members of Policy Planning Unit
 - vi. Representatives from the association of retired directorsThe committee discussed the district recommendations and examined how far they could be realised in alignment with the NCF recommendations before framing the state curriculum framework.
- d. The thrust areas of KCF are the same as that of NCF 2005. However, the following areas have been given prominence.
 - i. Learner and learner needs – including employability after class 8th as well as needs for higher education.
 - ii. Focus on assessment of children as well as self assessment of teachers for their professional development.
 - iii. Curriculum transaction – experiential, multi-grade and multi-level syllabus – Now the state is considering inclusive education and IEP.
 - iv. Focus on vocational education
 - v. Quality education – quality of life, education for peace, developing a predisposition for social change, protection of environment, teacher education
 - vi. Development of school quality index – indicators have been developed.

- e. It is not entirely different from NCF 2005. This vision is different from NCF in the following areas.
 - a. Focus on vocational education – exploring employability after class 8th. Courses in automobile engineering and information technology are proposed from class IX on an experimental basis from 2013-14 in selected secondary schools.
 - b. Self assessment of teachers for their professional development, teacher education curriculum revision
 - c. Salient features of good textbooks discussed
 - d. Inter disciplinary nature of learning has been explored at length. Examples have been worked out for Social Sciences.
 - e. The components listed above could be considered in the NCF too. The professional development of teachers should also be seen as a part of the curriculum framework. Though there is NCFTE 2009, Karnataka has already gone in for KETEC 2013.
 - f. Exploring interdisciplinary nature of learning could be added.
 - g. It would also be good to list out features of a good textbook. Major principles of teacher education could be a part of the Curriculum framework document for school education.
- f. Teachers, teacher educators, key functionaries, state officials and NGOs were involved in the preparation of KCF 2007.
- g. All the teachers and other functionaries who were not involved in the framing of KCF were trained in the year 20011-12.
 - a. The inservice teacher education programmes are planned on the principles of KCF. Making classroom learner centred, activity based and experiential has been made the focus. Teachers have been trained in CCE too.
 - b. The preservice curriculum has been revised. 15 position papers have been produced to understand the basic focus of teacher education. Based on the recommendations of these position papers KETEC has been drafted. The syllabus has been finalised. Orientation for teacher educators in the new syllabus has been planned in two phases. Resource books are being prepared to provide support to student teachers as well as teacher educators.
- h. The preparation of syllabus for various classes was based on KCF. The committees could refer to NCERT textbooks as well as NCF. The textbook package included a textbook, a workbook and a teacher's handbook. However, the workbooks and handbooks were not immediately printed. The workbooks are being made available in 2013-14.

Recommendations

1. KCF 2007 could be made a proper document, published in Kannada and supplied to all stakeholders
2. The textbooks prepared could be revised based on suggestions received from the stakeholders. The revision exercise can begin in Jan of every year and completed by February so that the textbooks printed will incorporate the changes suggested. Some kind of frontline curriculum which accommodates changes should be planned.

Karnataka – Social Studies

I B

1. The process started in 2006 completed in 2008 for all subjects .
 - a. NCF 2005 and KCF 2007
 - b. 1986 NEP, 1992 revised NEP, 2002 Educational policies ,NCF and KCF and other documents – NCERT, Kerala, MP, present Karnataka, Maharashtra books have been reviewed while preparing the textbooks.
 - c. A Social science committee was formed. The committee finalised the syllabus. Separate committee was formed for history, civics & political science, sociology, economics and business studies and geography. The social sciences committee submitted final syllabi to DSERT in the year June 2008.
 - d. Began in 2006. Was completed in 2008. Resubmitted in 2010 It took about 6 months to accept in the govt level. Then Text book committees formed.
 - e. Syllabus forming committee- History; Dr. Vijay Ponnacha, was the Chairperson.
and five members.
Civics and Political Science: Mr.B.A.Kumar Chairman and one member
Geography : Prof: Manjunath Chairperson and 2 members
Business Studies: Chairman Dr,Udaykumar and one member
Economics: Dr. T.R.Chandrashekar.
The selection process was through open media. Advertisement was given in all the leading newspaper and website. Chairman of Textbook coordinator and Director for text book selected the experts.
 - f. Obstacles – Chairperson's changed in subcommittees. The govt did not take any decision for about three years. Importance was given for local specification while framing social science syllabus .All four division were given importance with regard to local specifications.
 - g. Experts and teachers were involved. It was advertised in the papers for textbook writers. Qualifications were fixed.

Karnataka - English

I B

1. 2007 – for all subjects – Reviewed in 2010
 - a. NCF 2005 and KCF 2007 and other documents on policy matters
 - b. NCF and KCF and other documents – NCERT, Kerala, MP, present Karnataka, and Maharashtra books have been reviewed while preparing the textbooks.
 - c. A committee was formed. The committee finalised the syllabus
 - d. Began in 2006. Was completed in 2007. Resubmitted in 2010 It took about 6 syllabi for Eng and Hindi was presented in NCERT
 - e. Details of committee not available. Dr Shivananda HoD, was the Chairperson. Professors from Universities, Teachers from all levels – primary, secondary, Hr secondary
 - f. Obstacles – Chairperson’s changed in subcommittees. The govt did not take any decision for about three years.
 - g. Experts and teachers were involved. It was advertised in the papers for textbook writers. Qualifications were fixed.

Karnataka - English

I C

1. Textbooks, workbooks, activity banks(prepared in DIETs), training modules,
2. Textbook society, DSERT, DIETs
3. Presently class V and VIII books have been revised.
4.
 - a. Basis - NCF, KCF
 - b. NCF, KCF, Textbooks of Kerala, MP, existing books of Karnataka
 - c. Committee meetings (details not known)
 - d. It was prepared in 2007, submitted to the govt. However, it was again taken up in 2010 for revision and finalised.
 - e. Prof Shivananda, retired professor from Bangalore University was the chairperson. There were sub committees which were chaired by experts.
 - f. Obstacles – It got delayed at the govt level. There were differences in opinion about the contents - elaborate discussions had to be done over the contents and presentation.
 - g. All writers of materials were oriented.
5. Implemented in classes V and VIII. In 2013-14 going to be implemented in classes VI and IX.
6. Some changes have been suggested for class V books. The feedback is considered and changed are being made. In 2013-14 the revised books are being printed and workbooks are also being supplied.

NCF – 2005

**State Curriculum Policy Frame Work and Guidelines for
Curriculum and Text Book Revision**

In

KARNATAKA

2006-07

Department State Education Research & Training

And

Karnataka Text Book Society, Bangalore.

January - 2007

Foreword

The department of State Education Research and training constitute a committee under the chairmanship of Sri. D. Jagannath Rao, Retried Director of the Department, to review the NCF2005 and prepare a State Curricular Frame Work (taking in to consideration the needs of the state)

This committee held expensive discussions for the past six months with academicians, teachers and experts from various disciplines and has prepared this Curricular Frame Work.

The next step is to review the state syllabus in the light of these two documents – NCF and the State Curriculum Frame Work and suggest changes in the syllabus. The reviewed syllabus will again be placed before the academicians and class room teacher's foe feedback.

The final step in the process is to entrust the work to textbook preparation committees to write the individual text books as per the guidelines evolved and the revised syllabus. The recently formed Karnataka Text Book Society will be entrusted with the actual task of preparing the individual text books.

I sincerely thank all those who have contributed to the preparation of this curricular frame work.

Bangalore

Chidre Shankaratta Swamy

Date: 16th January 2007

Director, DSERT

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- 1. Preamble**
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- 3. State curricular policy frame work**
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- 5. Curricular areas**
- 6. Text book revision**
- 7. Teacher training**

CHAPTER 1

PREAMBLE

Karnataka conducted as many as 30 workshops on the draft of the nation curriculum frame work 2005, at district and state levels and communicated its views to NCERT. Karnataka welcomes majority of the NCF 2005. But these recommendations have to be reviewed in Karnataka context before implementation and revision of curricula and text book.

The national policy of education 1986 and the subsequent national curricular frame works have all been taken in to consideration while periodically revising the state curricula and text book. The 10 common core elements and 84 core values stressed in NPE 1985. Have been kept in view while revising the curricula and text book.

The 10 common core elements are : the history of India's freedom movement; the constitutional obligation ; the content essential to nurture national ; India's common cultural heritage ; egalitarianism, democracy and secularism ; equality of sexes; protection of environment; removal of social barriers; family norms and inculcation of scientific temper.

After 1986, the state has revised the school curriculum twice once in 1989-90 and again in 1999-2000. The revised text books were introduced subsequently in phases. The text book revision in the second phase was done between 2000-01 and 2004-05. These textbook were revised based on the philosophy of making learning joyful for the child.

The revision had also taken in to consideration the states preeminent position in the fields of information technology, bio technology and other allied fields. Care was also taken to keep the curriculum and text books child centered. A number of successful practices in the field of education have also been incorporated in the revised text books Nali – Kali practices, activity based methodology, and child centered learning. DPEP experiments, continuous and comprehensive evaluation techniques, etc.

The curriculum revision was also discussed with subject experts and class room teachers in workshops conducted by DIETs/CTEs throughout the state before finalization. The text books were also field tested by introducing them for a year in selected blocks for the state ad feed bock obtained, before introduction in the entire state.

Every year, the state bring out 308 titles of text books for standards from 1 to X in ten languages – Kannada, English, Marathi, Telugu, Tamil, Hindi, Urdu, Sanskrit, Persian and Arabic. The state also brings out text books in seven media. Every year these text books are reviewed, updated, edited and reprinted. Nearly 10.2 million children are supplied text books every year and the print order is nearly 55 million copies.

On receiving the National Curriculum Frame Work 2005, a committee of academician's subject experts and class room teachers was set up to review the NCF 2005 and draft a state policy frame work which will form the basis for curriculum and text book revision. This committee also considered the NCF 2005 in the state specific context and has come out with a Curricular Policy Frame Work and guide lines which will help the various subjects expect groups to take up curriculum and text book revision.

One of the serious problems facing the state is the issue of drop outs at the upper primary and secondary levels. The following is the estimate of children attaining different classes (Eduvision 2002):-

Enter Class I	100
Reach Class IV	89
Reach Class V	85
Reach Class VII	65
Reach Class VIII	43
Reach Class X	33
Reach Class X	25
Reach Class XI	16
Reach Class XII	12
Enter higher education	10

The second issue is the pass percentage in the X and XII classes public Examination which indicates a large amount of waste and stagnation in the secondary education system. Even among students who pass and go to higher education, a majority of students go to arts and commerce streams. The performance of students is especially poor in English, Math's and Science. In view of this fact we have to consider redesigning the curriculum in the various subjects.

Similarly contextualizing the school education in changing multi-cultural facet of the Indian Society in general and the state scenario in particular, curriculum will have to be made more relevant to the younger population who has stepped in to the 21st century.

The committee also considered the following questions; should the curriculum and text books reflects the aspiration of 10% of children who enter higher education stream or

should we also keep in mind and give adequate weight age to the requirement of more than 84% of children who drop out of the system.

Hence new employable avenues have to be explored from class VIII level itself, for the remaining children who fail to go beyond class X. we should also address concerns of first generation learners, children of weaker sections, dropouts etc.

The fact that learning has become a source of burden and stress on children and parents is an evidence of deep distortion in education aims and quality. Every year we hear of student suicides before the public examinations and after announcement of result.

Hence the committee felt that there is urgent need for state to have separate curricular policy frame work which will address some of the issues raised in the chapters.

The committee also felt that the state should develop a policy document which will guide syllabus and text book revision. The committee felt that the syllabus and text book revision should not be done in a hurry as it will jeopardize the academic work in school.

The revise draft syllabus will have to be disseminated right up to the school level. The opinion of the entire stake holders have to obtain and the finalized syllabus given to the text book preparation committees for righting text book.

Similarly the text books written have to field tested by introducing them in all school blocks for one year before finalization and introduction in the entire state.

The committee considered all this aspects and suggested the following tentative time lines for curriculum and text book revision

Preparation of state curricular policy frame work	2006-07 – 2010 April
f) Revision of syllabus for I to X standards	2007-08 -
g) Text book revision I, III, V& VII standards	2008-09 – 2010 December
h) Text book revision II, IV, VI & VIII standards	2009-10 – 2011 December
i) Text book revision IX and X standards	2010- 11 – 2012 December

The committee through this policy document has tried to address some of these issues in the following manner:

- g) Review of the NCF 2005 in the Karnataka context.
- h) Preparations of the policy document to suit the requirement of the state
- i) Guidelines for curriculum revision.
- j) Guidelines for the text book writers
- k) Changes needed in the teacher education sector to support curriculum revision

l) Salient features of the trimester scheme

CHAPTER II
Salient feature of
National curriculum framework 2005

2.1 Salient Features:

The main features of the NCF 2005 are strengthening a national system of education with focus on-

- Values enshrined in the constitution of India,
- Reduction of curriculum load,
- Ensuring quality of education for all (EFA)
- Systemic changes,
- Common school system,

The NCF 2005 has recommended five guiding principles for curricular development

- a) Connecting knowledge to life outside school,
- b) Ensuring that learning shifts from rote methods,
- c) Enriching curriculum so that it goes beyond text books,
- d) Making examination more flexible and integrating them with class room life
- e) Nurturing an overriding identity informed by caring concerns with in the democratic polity of the country.

Apart from these five guiding principles, NCF also emphasizes learning without burden.

NCF 2005 also emphasizes on learning and construction of knowledge:

- Correspondence between learner development and learning is intrinsic to curricular practices,
- Knowledge is different from information,
- Organizing learning experiences for construction of knowledge and creativity,
- Connecting knowledge across disciplinary boundaries for insightful construction of knowledge,
- Learning experience for developing critical perspective on social issues,

- Plurality of text books and other material incorporating local knowledge mediated through constitutional values and principles.

It has also recommended significant changes in all five areas of language, mathematics, science, social science and Health Physical education with a view to making education more relevant to the present and future needs. It has also integrated knowledge and joy of understanding.

The fact that knowledge is constructed by the child implies that curricula, syllabi and text books should enable the teacher in organizing class room experiences relating to the child's nature and environment.

Karnataka is one of the states which are already religiously implementing the three language formula as recommended by NCF. The NCF also suggest promoting proficiency in English.

The national Curriculum Framework 2005 also speaks of Curriculum Review and Text Books Revision in the context of "Learning without Burden". The department had already issued a comprehensive in 2003 a circular incorporating some of the points to reduce the burden on children. The Concept has to be further given due importance in curriculum revision.

Some of these points have been incorporated when the Semester Scheme was introduced in the state during 2007-08. Under the Semester Scheme, the state already adapted the grading system in place of marks for assessing both scholastic and co scholastic abilities of students.

Apart from these guidelines it is necessary that the state reviews the current educational scenario in the state. Hence the State Curriculum has to be reviewed under frame work NCF 2005 and in the lights of the state specific issues. Mere curriculum revision will not usher in quality as is our past experience. We also have to move towards competency based assessment from the present content based testing.

It is suggest that the State Curriculum Frame Work address these and prepare a suitable syllabus keeping in view the concerns of students who drop out after X or go to art and commerce streams. The curricular Review can also address the issue of introducing vocational education at the secondary level. We also have to think of bringing specific text books at least in language and environmental sciences.

The Revision of curriculum also to take in to consideration, various issues like suitable guidelines for student projects in various subjects, prescribing the number of science experiments for each class, etc.

It is recommended that the state formulated a state curricular frame work or policy of its own, which will take in to consideration the local specific issues and formulated a curriculum suitable to the state.

NCF also recommends computer connectivity to every school which again depends on the availability of resources at the state level.

CHAPTER III

The State Curricular Policy Frame Work

3.1 Salient Features of State Policy:

The State accepts most of the major recommendations of the NCF 2005. At the same time the state's policy takes into consideration some of the state specific issues and suitably modifies the recommendations of the NCF 2005 to suit the state's needs:

3.11 Learner and his needs:

1. The curriculum will have to focus on learner's needs, capacities and limitations in the process of learning.
2. The Revised Curriculum has to take into consideration the requirements of not only the children who peruse higher education, but also the requirements of a vast majority of children who drop out at lower levels or who fail to pass out of X standard.
3. The Curriculum Revision also has to aim at providing new employable avenues for such children from class 8 levels itself.
4. Even is the class 8 considered part of elementary cycle, the reality in the state is that class 8 continues to be a part of a vast majority of secondary schools in Karnataka. Hence the revised curriculum acknowledges this aspect and the syllabus for class 8 is prepared accordingly.
5. The curriculum will he to provide space for the non-formal school system and open school system also for those children who cannot continue formal education beyond a particular level due to wide variety of reasons.
6. Curriculum syllabi and text books have to be framed as per the state's language policy and the three language formula.

3.12 Assessment of Children:

1. School level assessment of children is through competency based continuous and comprehensive evaluation in classes from 1 to 4. No detention policy is followed only in classes 1 to 4.
2. School level assessment and promo on of children on classes 5 to 9 is through the two semester evaluation tests and grading as per the semester scheme informal assessment of non-scholastic subjects as per the semester scheme.
3. Apart from the above school level assessment procedures, KSQAO will conduct annual assessment of children and schools to assess the learning levels of children in various classes.
4. The Public Examination at the end of X standard is retained as it suits the states needs better.
5. As a part of education reform process in the state, semester scheme was introduced in all the school in the state from 2007-08 scheme has been welcomes by a majority of the state holders as it-
 - a) Makes learning more meaningful as learning takes place continuously and throughout the academic year,
 - b) Removes the fear psychosis about the existing system of examinations,
 - c) Removes the habit of testing only the memory of the learner,
 - d) The child is evaluated only about the lessons he has learnt in a particular semesters so that the child does not carry the burden of memorizing what he /she has learnt throughout the year.
6. Several innovative features such as evaluation of co-curricular areas, project work, grading, and oral testing of the child has been introduced as a part of the semester scheme which are learnt friendly.
7. The assessment system has to be fine-tuned still test the competencies of children. Equal emphasis has to give to both process evaluation & product evaluation. similarly there should be emphasis on oral and written test as well as observation (to be marked on an observation schedule)
8. A system has to be developed to assess the school as a whole on a school **quality index**. This will help to grade the school and motivate the schools to aim for higher grades in subsequent years.
9. A format for self-assessment of teachers will help a majority of teachers to aim for self-improvement.

3.13 Courses of study:

1. The aim of school education is to provide general education – basically five curricular areas the languages, social science, and science. Mathematics and health and physical education.

2. The syllabus committees will have to redefine the objectives of teaching each of the subjects as per the guidelines contained in the NCF 2005.
3. An attempt has been made in the text chapter to provide guidelines for selection of content by the respective syllabus committees covering general education up to secondary level.
4. The co scholastic activities have to be provided more space to help the learners acquire the necessary life skill and creative abilities.

3.14 Curriculum transaction:

1. The curricular policy has to ensure that the nature of curriculum transaction in the class room shifts rote methods to experiential learning and connecting knowledge to life outside school.
2. The focus will ensure on helping the students to know how to learn than what to learn.
3. There will be strong bearing on teacher preparation, teaching, learning material, resource support supervision, and assessment mechanism.
4. The teacher will have to transform himself from supplier of knowledge to a facilitator and guide.
5. Teacher should not be restricted to presentation of information. Instead teachers should assume active role in relation to process of knowledge construction in which children are engaged.
6. Teachers should follow the methods that help in the process of critical thinking. Because, critical pedagogy provides an opportunity to reflect critically on issues, in terms of their political, social economic and moral aspects
7. It facilitates collective decision making through open discussion and by encouraging and recognizing multiple views. Student should be encouraged to recreate the knowledge and also to relate the local knowledge with the school knowledge.
8. **The syllabus to be framed should address multi-grade teaching/learning in elementary schools.** The syllabus framers shall focus on areas like clustering of competencies, organization of teaching, time division cycle, sitting arrangement, monitoring system and evaluation process.
9. Health and Physical education should be treated as core part of the curricular area.

3.15 Vocational Education

1. The vocational needs of a vast number of children who drop out of the school system before they complete X standard is a matter of serious concern and avenue have to be provided for vocational education of such children.
2. Vocational subjects as per the local needs have to be introduced from class 8th

3. The school should be provided with needed resources. The schools may also use local talent and local resources.
4. Each school may be given financial aid (a certain percentage in proportion to the number of children) for providing infrastructure and teaching of vocational subjects.
5. The teaching of these subjects may also be outsourced. For example there are many number of computer training institutions who train, conduct examinations and issue their own certificates.
6. The schools may have to tie up with local field department like – agriculture, horticulture, employment and training, industries, etc.

3.16 Quality in Education

1. There are many factors contributing for the quality education such as curriculum, infrastructural facilities, quality of teachers and quality of teaching.
2. The quality dimension also needs to be examined from the point of view of the experience designed for the child in term of knowledge and skills.
3. Quality in education includes a concern for quality of life in all its dimensions including concern for peace, protection of the environment and a predisposition towards social change.

3.17 Teacher Education

The policy has to examine the relevance of present teacher preparation programs at both elementary and secondary level in the light of curriculum revision. There is urgent and felt need to revamp the teacher education program both at primary and secondary level (including pre service and in service programs) to help teachers to understand the philosophy behind curriculum revision and train these teachers to acquire additional skills to improve class room curricular transaction. A separate chapter is being devoted for the purpose.

3.2 General Guidelines for curriculum revision:

Apart from the five guiding principle enunciated by the NCF 2005, some of the important issues to be considered during curriculum revision are listed below:

10. The three important school stages have to be kept in view while revising the curriculum – Lower primary stages. Upper primary stage and the Secondary stage.
11. Appropriate linkages and continuity have to be provided between these stages so that the child will be transit smoothly from one stage to the next stage.
12. The syllabus frames should make sure of appropriateness of topics and themes for the relevant stages of children’s development from a psychological point of view.

13. Providing information for information sake should be avoided as far as possible.
14. Link school knowledge in different subject with children's every day experiences and build on it.
15. Integrated approach and inter disciplinary and thematic linkages between topics should be maintained in the core subjects.
16. Reflect sensitivity to gender, cast and class parity, peace, health and needs of different categories of children.
17. The needs of different types of children – the gifted, average, slow learners, the physically challenged and children with learning disabilities have to be taken care of while revising curriculum and text books.
18. Environment related knowledge, proper integration of work related attitudes and values have to be included at appropriate places.
19. Nurture aesthetic sensibility and values by integrating the arts, India's heritage of crafts at appropriate places in the curriculum.
20. The curriculum and text books should provide sufficient flexibility and allow space for creativity to different types of teachers to handle class room transactions more efficiently.

3.21 Guidelines for framing syllabus

Syllabus gives guide lines for the text book writers in terms of the objectives, content scope and also outlines variety of learning experiences to be provided to the children. Hence guidelines for framing the subject wise syllabus are given below:

10. Aims & objectives of teaching a particular subject should be highlighted specifically under the concerned syllabus.
11. The scope of the content to be determined according to the level of the class. The content of the syllabus should be provided specifically under units & subunits.
12. The number of hours required for completing the units / sub units should be specifically mentioned.
13. This will enable the text book writers and class room teachers to understand the scope and depth of the content to be taught.
14. While framing the syllabus, care should be taken to see that too much overlapping is avoided with respects to theme or core elements, ideas.
15. In Languages selection of eminent personalities, like national leaders, scientist, Poets & Literacy Scholars, to be done for all the classes in a holistic manner so that the children do not get bored by reading about the same personalities again and again.

16. While framing the syllabus especially at the lower level, there should be provision to cover local culture, local environment, local leaders and gradually information about the National & global perspectives should be given at the higher level.
17. The syllabus writers should stress on integrated and concentric approaches so that the text book writers can keep these points while developing the text books.
18. The syllabus should be provided under the following format. An example is provided below:

Questions	Key concepts and /Issues	Suggested resource	Suggested activities
Broader Areas 1. Family and Friends 1.1 Relationship 1.2 Work and play 1.3 Animals 1.4 Plants 2. Food 3. Shelter 4. Water 5. Travel 6. Things we make and do			

19. The syllabus writers should give indication regarding the presentation of activities, experiments, do you know this, Illustrations, scope for Integrating values, etc.
20. The syllabus writers should undergo training to know more about the technicalities while framing the syllabus.

3.3 Karnataka Language Policy:

1. The state is following the three languages formula. Kannada has been give primary under the formula. Learning of Kannada is compulsory under the three language formula. Children will have to learn Kannada compulsorily either as a first or as a second or as a third language under the formula.
2. The children learn in the mother tongue (Kannada, Urdu, Marathi, Telugu, Hindi and English) from classes 1 to 4.
3. Those children whose mother tongue is not Kannada have to learn Kannada as an optional non examination subject in classes 3 and 4. But these children have to compulsorily learn Kannada as a second language from class 5.
4. Teaching English as a second language begins from class 1.
5. Teaching of language begins from class 6. Hindi / Kannada / Sanskrit / English can be learnt as third language.
6. All languages taught as a first language have been given status.

7. The standard of second language and third languages are prescribed as follows. For example in class 10, the standard of second language is that of standard of the first language in class 8. The standard of the third language in class 10 is that of the standard of the first language in class 6.
8. The following table in upper primary and secondary classes.

	First Language	Second Language #	Third Language *
A	Kannada	English	Hindi/Sanskrit
B	Urdu / Marathi/Telugu/Tamil/Hindi/Sanskrit **	Kannada/ English	English / Kannada
C	English	Kannada	Hindi/Sanskrit/Kannada/Urdu/Tamil

9. Students can choose to learn in any one of the following media up to X standard; Kannada, English, Hindi, Marathi, Tamil, Telugu or Urdu.
10. But from plus 2 stages onwards the students have to choose only Kannada or English as medium of instruction. Hence the students have to master these two language by the time they reach the secondary level.
11. Hence clear guidelines are to be given to text book committees in preparing language text books.
12. Kannada has been introduced as introductory language for students from class I in English medium school where Kannada language is not for students taught.
13. English has been introduced as introductory language for class I to all medium school apart from English medium.

Second language is introduced from class 5, but from 2007-08, English is introduced from class 1.

*Third language is introduced from class 6.

** Sanskrit can be taken as a I language from class 8.

*** Arabic/Persian can be taken as third languages.

3.4 Integration of culture education in school curriculum

The central advisory board of education (CABE) has recommended integration of culture education in school curriculum. The main issues are-

- a) Enhancing the quality of culture awareness among children
- b) Introducing the learning of our traditional, folk, classical and contemporary art forms and
- c) Helping students to appreciate the world of arts, music and literature.

The school curriculum should be flexible enough to allow learning to be made culture sensitive. The entire schooling should be based on the culture of the local community. Local resources, local folk art forms, practices, places, institutions, festivals, rituals, artifacts, literature and local artists, musicians, painters, writers, story tellers could be guests who could impact culture education in schools.

Teachers should be trained to use these local resources. The text books should use illustrations reflecting local culture. The children should participate in group activities in singing, dancing, role play, amateur dramatics, storytelling, description of pictures etc., to understand the local culture.

In Kannada some initiatives have already been taken in this regard. Several thousand teachers have been trained in using dramatics as a teaching technique "Shikshanadalli Rangakale" all teachers be trained in phases to help teacher effectively teach culture to students.

CHAPTER IV

Curricular Areas

NCF lays emphasis on the following points which have to be taken note of while revising curriculum, syllabi and text books.

4.1 Learning of Languages

NCF 2005 has recommended recognition of child's mother tongue and also encouraging proficiency in English. This is possible only when learning builds on sound language pedagogy. Reading, writing, listening and speech contribute to the child's progress in all curricular areas. NCF lays emphasis on reading through-out the primary classes so as to give every child a solid foundation from learning of other subjects also.

Any child with average intelligence can master any language, provided. It is taught effectively. Experiments across the globe have proved that children can master a

minimum of six languages between the age of five and fifteen when their language acquisition ability (I.A.D) is most active.

In language the basic learning competencies have been defined as listening, speaking, reading, writing and comprehension of ideas. Several studies and experience shows that a majority of children do not acquire the expected proficiency (basic learning competencies to be mastered by every child) of their respective classes in languages. The text book writers have to take note of this point while writing text books as per the revised curriculum.

English in India occupies the position of the second language and is an all-important language of communication. Strangely there is no mention of a second language in NCF 2005. Hence it may be generally presumed that English is taught as a second language. The state has taken a welcome decision of introducing English as a second language from class I from 2007-08.

Unfortunately the standard of competence of the teachers of English at all levels is far from satisfactory. We need competent teachers, good teaching materials and effective methods and techniques of teaching using the mass media.

Since the state is following the three language formula with primacy for the child's mother tongue (first language), separate guide lines to be evolved for curriculum revision and text book preparation for the first, second and third languages as these are introduced in different classes.

4.2 Learning of Mathematics

Relevance of mathematics education in the present day society characterized by extraordinary and accelerating change can hardly be overemphasized. Individuals who can understand and apply mathematics are likely to have significantly better career opportunities and choices in the upcoming knowledge society.

The learning of mathematics should enhance the child's resources to think and reason, to visualize and handle abstractions, to formulate and solve problems. These aims can be covered by teaching relevant content in mathematics through child's experience. Relating mathematical concepts to other subject areas should be explored by the teachers.

The twin concerns of the mathematics curriculum are: what can mathematics education do to engage the mind of every student, and how can it strengthen the student's resources? The curriculum revision and the text books on mathematics should aim to address these two issues.

There is also a need to make connection between mathematics and other subjects of study. When children learn to draw graphs, they should also be encouraged to think of functional relationships in the sciences, including geology. Our children need to appreciate the fact that mathematics is an effective instrument in the study of science, also, strong interlinks that exist between mathematics and art must be made to be understood and appreciated by students.

4.3 Learning of Science

There are many responses to the question why science education is so valuable in school curriculum science education empowers children by developing in them capabilities understand and question and think critically. Science makes use of observation, intuition, hypothesizing, experimentation and verification.

It helps children observe the world around them, link their cognitive structures with the events and phenomena in their environment, understand the interactions and act as change agents in bringing about behavioral changes in him/her and society. It enables children to reflect (think) and interact and develop a rational and objective outlook. Science education helps students understand the need for change and progress of the society and manage the same effectively.

NCF2005 looks at science curriculum as on instrument for achieving social change. In order to bring about any qualitative change, science education should undergo a paradigm shift.

In these contexts, NFC 2005 is progressive in its outlook and incorporates linkage of science curriculum with the immediate surroundings of the child and the society at large. It aims at making of learning of science meaningful and relevant for the social needs.

NFC recommends that teaching of science has to be recast so that is enables children to examine and analyses every day experiences, acquire methods and processes that will nurture thinking process, curiosity and creativity.

Concerns and issues pertaining to environment to be emphasized in every subject and through a wide range of activities involving project work.

4.4 Learning of Social Sciences

NCF emphasis's teaching of social sciences from disciplinary perspective while emphasizing integrated approach in the treatment of significant themes. The social sciences curriculum should also enable pedagogic practices which are critical for developing thinking process, decision making and critical reflections on social issues.

The NCF has recommended a paradigm shift proposing the study of social sciences from the perspective of marginalized groups. Civics should be recast as political science and sociology and significance of history as a shaping influence on the child's conception of the past and civic identity should be recognized.

Most of the children from rural and socially and economically weaker sections in the urban areas face/suffer not only social disabilities but also some form of violence against the body and mind.

A study was conducted in Bangalore rural district in 2001-2004 by the department of economics, university of Manitoba, Canada. It came to light that 98% of school drop outs who worked as child laborers were victims of alcoholic fathers and brothers. Many of the children were working to pay off the debt incurred by the parents to pay dowry of their older siblings. So drinking-child labor-dowry has deeper linkages than apparent to the public eye. The inroads made by dowry into the heart of all than apparent to the public eye. The inroads made by dowry into the heart of all sections of the rural and urban society have resulted in the spread of female feticide as represented in falling sex ratio. The adverse sex ratio in the certain northern districts of north Karnataka is already a cause for concern.

So it is vital to inculcate ethically correct behavior and emphasize state interventions in the form of laws, police protection and legal action towards creating a generation of responsible and proactive citizens.

The importance of social science curriculum in school education is to be emphasized in the context of a plural society like ours and the impact of globalization. The social science curriculum which comprises components of History, Geography, and Political science, Sociology, Economics and Commerce will help the learners to understand the society in which they live to address themselves to the social economic and environmental problems and to face challenges. The study of social science and commerce will help in producing responsible citizen who can help in building a healthy society. This will also improve employability of students who pass out of class X.

Hence it is recommended that the social science curriculum of classes VIII to X may be framed with the following proportion of weight age given to the different studies:-

History 30%

Geography 15%

Political science	15%
Sociology	15%
Economics	15%
Commerce	10%

	100%

Drastic education in the portions related to geography is not unwarranted as several chapters in the existing syllabus related to agriculture, industry and trade has been maps are the basic tools of geography. They create us to depict spatial phenomenon on paper. There are conventions used in cartography which allow a map to be read effectively and quickly. Various aspects like orientation, scale projection color schemes, elevation are to be emphasized.

4.5 Health and Physical Education

This subject area should adopt the holistic definition of health with in which physical education and yoga constitutes to the physical, social, emotional and mental aspects of child development. As early as 1940, a comprehensive school health programmes were conceived covering medical care, hygienic school environment, school lunch, health and physical education.

Given the interdisciplinary nature of this are cross cutting themes across subjects leading to cross curricular planning integrating it with general sciences, social sciences work experiences and Bharath Sevalal.

It is suggested that health and physical education is treated as a core subject and must deal introduced from primary level onwards the subject must be compulsory units from 10th class, after which it is an elective subject.

4.6 Other Curricular Areas

NCF draws attention to four other curricular areas: work, the arts and heritage crafts, and peace. The revision should take steps to make these critical components of the school curriculum. NCF expresses concerns pertaining to environment, peace oriented issues, sensitivity towards gender parity, SC/ST and minorities. These concerns and issues should be included in appropriate places and subjects.

A separate committee needs to look in the present content regarding arts, heritage crafts and suggest changes to be made in the light of the recommendations made in NCF-2005.

4.7 Learning without Burden

The NCF and semester scheme lay special emphases on learning without burden. Hence the syllabus framers have to give special attention to weed out unnecessary and irrelevant information from the syllabus and content.

For example in history, the children are made to memorize a large number of dates unnecessarily which can be avoided. Similarly in science books the dates of births of scientists/or dates of discoveries are given which again can be avoided. The syllabus framers and text book writers are required to take special care to weed out unnecessary information from text books.

4.8 Systemic Reforms

Apart from provision of providing minimum infrastructure and material facilities to schools. NCF lays emphasis on improved teacher performances, locally planned and flexible school calendars and time tables. It also places greater emphasis on perspectives and access to interactive technologies.

Recasting of teacher education programs, vocational education and training are some of the areas which are to be implemented in a mission mode.

NCF also recommends examination reforms with due stress on shifting from content based testing to problem solving a competency based assessment, examinations of shorter durations and flexible time limits. Some of these reforms have already been made under the semester scheme in the state.

NCF also recommends for partnership between the school system and other civil society groups NGOs and teacher associations.

CHAPTER 5 Curriculum Revision

5.1 Languages

The curriculum revision and text books writing have to be in accordance with the states languages policy. As stated earlier, there should be a clear differences in levels of text books for first, second and third languages for any particular class.

The state has introduced English as a second language from class I and Kannada as introductory language for I to IV English medium schools, at this stage, rather than preparing text books for students, importance has to be given for preparation of a comprehensive hand book for teachers and work books for students.

More importance needs to be given to spoken English in classes I and II. Extensive training has to be designed for the lower primary teachers who are going to handle English at these levels.

As for as English, Kannada and Hindi are concerned the comparison with NCF and suggested modification are given separately as annexure.

5.2 Science Education

NCF 2005 lists six criteria of validity of science curriculum which in essence characterized a framework for developing a good science curriculum.

- a) Cognitive validity
- b) Content validity
- c) Process validity
- d) Historical validity
- e) Environmental validity
- f) Ethical validity

NCF 2005 keeps the following as the basic aims of science education:

- Knowledge about the facts and principles of science and its applications, consistent with the stage of cognitive development,
- Acquire the skills and understand the methods and processes that lead to generation and validation of scientific knowledge.
- Develop a historical and developmental perspective of science and to enable one to view science as a social enterprise.
- Relate to the environment (natural/artifacts and people), local as well as global, and appreciate the issues at the interface of science, technology and society.
- Acquire the requisite theoretical knowledge and practical technological skills to enter the world of work.
- Nature of natural curiosity, aesthetic senses and creativity in science and technology,

- Imbibe the values of honesty, integrity, co-operation, concern for life and conservation of environment,
- Cultivate scientific temper-objectivity, critical thinking and freedom from fear and prejudice.

The present Karnataka science curriculum when viewed from the above perspective reflects many positive features a some of the focuses mentioned in the NCF are already incorporated. But there is enough scope for a paradigm shift to make it more children centered, experimental, relevant, and meaningful and making it less of a mental burden on the child.

Keeping the NCF 2005 guidelines in view, the syllabus committee will have to review the proportion and relevancy of the science content in environmental studies taught at the lower primary stage.

- Emphases have to be given on first hand experiences through practical activities.
- Provision for development of process skills – observation, classification, recording, etc.,
- Create opportunities to link content with the immediate environment of the child
- Stress to be given through health and physical education.
- Instructional methodology should be according to the age group, nature of content and available local resources.
- Flexibility in teaching for the teachers to be incorporated in the curriculum as per the nature of target groups under the trimester scheme.
- Avoid unnecessary content over loading.

At the upper primary stage the syllabus committee will have to review as to how far the integrated approach in teaching of the various branches of science has been incorporated.

- Develop right perspective about learning principles of science by doing science.
- To take the children through a gradual transition from environmental studies to the elements of science and technology,
- Laying emphasis on knowledge construction through doing simple experiments, surveys, etc.,
- Design and construct simple models to provide practical knowledge about common mechanical and electrical devices.
- Encourage students to take up contextualized projects.
- Adapt teaching styles to the nature of target groups by providing locally relevant examples and projects.

At the secondary stage encourage learning science as discipline and bring an integrated approach among various branches of science.

- Enable children to understand environmental and health issues,
- Draw inferences and make interpretations through conducting systematic experiments.
- Develop skills in discovering/verifying theoretical principles.
- Encourage children to work in locally relevant projects.

Standards I to V

As in NCF	As is State Curriculum	Suggested modification
<ol style="list-style-type: none"> 1. Arouse curiosity 2. Explanatory and hand –on activity 3. Basic cognitive and psychomotor skills through language and process skills. 4. Internalize values: cleanliness, honesty, cooperation, concern for life and environment. 5. Instructional methodology should be activity based & provide interactive experience 6. No formal testing, no grading, no detention 	<ol style="list-style-type: none"> 1. Spirit of inquiry 2. Creativity 3. Objectivity 4. Courage to question 5. Aesthetic sensitivity 6. Search for truth 7. Acquire observation and 8. Analytical skills 9. Ability to use tools and apparatus according to the needs 10. Understand basic science concepts, laws and principles and apply them to solve problems. (Science is part of E.V.S) concrete situations relating to the immediate environment. <p>Semester chances have no testing but grades without detention</p>	<ol style="list-style-type: none"> 1. Emphases to be given to first–hand experiences through practical activities 2. Provision for development of process skills–observation, classification, recording etc 3. Create opportunities to link content with the environment. 4. Stress to be given to health education. <p>Methodology should be according to age group, nature of content & available resources.</p> <p>To adopt flexible teaching styles according to the nature of the target group as per semester scheme.</p>

10. Continues and terminal examination.	Terminal examination at the end of tenth standard	Information assessment of co-scholastic performance.
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- (1) Day to day experiences
- (2) Using the experiences

10.3 Teaching of Mathematics

Some of the issues affecting a good Mathematics curriculum are:

1. A majority of children have a sense of fear and failure regarding Mathematics. Hence, they give up early on, and drop to of serious mathematical learning.
2. The curriculum is disappointing not only to this non-participating majority, but also to the talented minority by offering them challenges.
3. Problems, exercises and methods of evaluation are mechanical and repetitive, with too much emphasis on computation.
4. Areas of Mathematics such as spatial thinking are not developed enough in the curriculum.
5. Teachers lack confidence, preparation and support.

In order to overcome some of the above issues curriculum and text books should take to positive approaches to make learning of Mathematics interesting.

The table below gives a comparative picture and suggested changes in curriculum revision:

Classes I to IV

NCF 2005	State curriculum	Suggested modifications
<ol style="list-style-type: none"> 1. Math learning occurs through play rather than through didactic communication 2. Discourage rote learning 3. Skill development such as comparison, classification and identification is focused 4. Developing positive attitude and liking towards mathematics through games, puzzles and stories 5. Math learning is linked to child's everyday life 6. Emphasis is given not only to numbers and its operations but math 	<ol style="list-style-type: none"> 1. Comparison and classification of physical quantities 2. Emphasis on the development of skill to use and apply mathematical vocabulary, mathematical symbols, signs, symbolic representations 3. Stress on measurement of money time, volume, length, weight, angle non-formal and sophisticated means 4. Estimation on 	<ol style="list-style-type: none"> 1. Retain NCF frames 2. Discourage rote learning in mathematics 3. Discourage algorithmic learning and instead promote understanding mathematical processes 4. Addressing math phobia through non-standard techniques like jokes, puzzles, riddles, story and childhood games 5. Encourage art in

<p>learning is extended to shapes, spatial understanding, patterns, measurements and data handling</p> <p>7. Stress is laid on identifying, expressing and explaining problems, estimation approximation and connections</p> <p>Scope is given to the development of language in communication and reasoning.</p>	<p>approximation on physical quantities</p> <p>5. Importance is given to shapes, spatial relations and geometric patterns from the environment</p> <p>6. Accuracy and speed in performing fundamental mathematical operations</p> <p>7. Scope is given to appreciate the utility of mathematics in real life.</p>	<p>mathematics learning – Rangoli, plane figures, bangles etc. Introduce simple frieze patterns</p> <p>6. Ensure pre-number learning /concepts</p> <p>7. Generate math learning from child’s familiar environment through natural settings</p>
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Classes V to VII

NCF 2005	State curriculum	Suggested modifications
<p>1. Consolidation of previously learnt mathematical concepts</p> <p>2. Thus facilities universal mathematical literacy</p> <p>3. Experience and enjoy the power of mathematics</p> <p>4. Learn new and powerful concepts by compressing the previously learnt concepts</p> <p>5. Introducing the children to the algebraic notation</p> <p>6. Use of algebra in problem solving and generalization</p> <p>7. Systematic study of shapes and space (both 2D and 3D)</p> <p>8. Consolidate the knowledge of measurement</p> <p>9. Representation and interpretation of data</p> <p>10. Understanding of data and its application to real life.</p>	<p>1. Create awareness about mathematical terms, symbols, concepts and important processes</p> <p>2. Develop skills in problem solving and specialization in other fundamental processes</p> <p>3. Develop skills in Drawing, Measurement, Approximation and Explanation</p> <p>4. Develop abilities in using tables and ready reckons and collect information from them</p> <p>5. Utilizes the mathematical knowledge in solving simple problems in daily life situations.</p> <p>6. Develop abilities in reading and explaining data in graphs</p> <p>7. Develop awareness about the program and achievement of the Government and other organization in Social and Economic Development of</p>	<p>1. Discourage algorithmic learning and instead promote learning of mathematical processes.</p> <p>2. Emphasis on sophistication of measurement of time, money length area, volume etc.</p> <p>3. Stress on estimation of physical quantities and computations</p> <p>4. Address deliberately math phobia through non-standard techniques like jokes, puzzles, riddles, story childhood games, etc.</p> <p>5. Linking folk math, metric mela to class room instruction – teaching mathematics in nature and in a natural setting.</p> <p>6. Introducing Arts in mathematics education. Rangoli, Escher’s Lithographs, Islamic architecture</p> <p>7. Create opportunities to know the History of</p>

	<p>the Nation</p> <ol style="list-style-type: none"> 8. Develop Common understanding about a national Unity, National Integration, Protection of Environment, Small Family norms, Observation, removal of social barriers and gender bias 9. Appreciate the contribution of great Indian Mathematicians 10. Inculcate interest in Mathematics 	<p>Mathematics across several continents</p> <ol style="list-style-type: none"> 8. Generate a vision – Mathematical as a human endeavors 9. Gradual increase in mathematical sophistication should be reflected in both syllabus and the text books.
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Class VII to X

NCF 2005	State Curriculum	Suggested Modifications
<ol style="list-style-type: none"> 1. Understanding and appreciate Mathematics as a discipline 2. Focus on precise mathematical communication 3. Experience algebra as a tool in problem solving – both “real life” and “mathematical” 4. Integrate mathematical skills and concepts into problems solving ability 5. Consolidation of mathematical literacy through mathematical modeling, data analysis and interpretation 6. Facilitate the process of visualization, abstraction, patterns etc., through concrete aids including computers. 	<ol style="list-style-type: none"> 1. Consolidate the knowledge of number system, numerals, basic operations with numbers and the basics of algebra operations, manipulations and base geometrical knowledge learnt at the primary stage. 2. Acquire knowledge of mathematical terms like factors, square roots, exponents etc., concepts like factorization concurrence, mathematical principles and geometric truth and proofs 3. To develop understanding of process involved in calculation with numbers, algebraic manipulation and the theorems 4. To develop skills of substitutions, calculation, simplifications, drawing, approximation and estimation of quantities 5. To develop ability to think and reason logically, communicate, develop the ability to estimate measures, to calculate orally 6. To develop the skills in the use of mathematical tables like interest tables, for solving problems 7. To develop necessary skills for 	<ol style="list-style-type: none"> 1. Provide opportunities and challenges to promote abstract thinking in the context of problem solving 2. Usage of computers should be optional and usage of other aids, especially low cost and innovative ones must be encouraged. 3. Mathematics laboratory must be made mandatory in high schools to ensure that the learners experiences mathematics. This would also reduce mathematics anxiety and Mathsphobia 4. Awareness of relevance of

	<p>solving problems of the day to day life situation</p> <ol style="list-style-type: none"> 8. To acquaint with the use of technological devices such as calculators, computers 9. To analyse and see interrelationship between and among variable in mathematical problems 10. To develop interest in solving mathematical contributions (especially Indian) to daily life transactions in pursuing higher studies and progress of other situations 11. To develop interest in solving mathematics puzzles, riddles and such recreational mathematics To develop the ability to apply mathematics 12. To develop the ability to apply mathematical knowledge in solving problems allied sciences and life 13. Appreciate use of mathematical symbols, interpretation of certain natural phenomenon, mathematically different patterns and structures in environment, evolution of mathematical symbols and sequence, symbols and sequence, symmetry, chronology. 	<p>mathematics across other disciplines and professions should be developed</p>
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5.4 Social Science

The NCF – 2005 lists the following as the basic objectives of social science education.

- To understand the society in which the learner lives.
- To appreciate the social values like liberty, social equality, justice and the values enshrined in the Indian constitution,
- To develop scientific outlook in analyzing the problems faces by the society and the nation and to face the challenges of the time,
- To develop skills for social interaction in human relationships.
- To grow up as responsible members of society.

A social science curriculum, which contains socially sensitive issues like gender sensitivity, social hierarchies, inequalities among the people, will make the leaner to think positively.

Objective of teaching each subject may be kept in mind while writing Social Science Text Books.

More importance to be given to local, regional and national factors in developing concepts as we proceed from lower classes to higher classes in either history or geography. Information about other countries may be limited to only such information as may require in learning about our country.

Essentials of Indian Constitution such as Justice, liberty, fraternity, secularism, democracy, social justice, unity and integrity, rights and responsibilities will be made known to children. This will make them grow up as responsible and constructive citizens. Elementary economic aspects like money, and its utility, banking, trade and commerce, income, expenditure and elementary records and accounts keeping shall be included in the curriculum. This will enable the learner to develop interest in economics and commerce for their higher studies, since a large number of students after their schooling will go for arts and commerce at +2 and university level. Learning about the economic, social and commercial institutions will benefit even the school dropouts at this level.

Hence introduction of commerce in social science curriculum is essential from VIII and continued till X standard. The students will learn the basic of business operation management and interaction skills. They will develop interest in activities of trade and commerce and learn the techniques of accounting system, which will be of great value in their daily life.

CHAPTER VII

Text Book Revision

Curriculum and syllabus for each subjects, guides the text book writers in term of the content, scope, objectives and the variety of learning experiences. Hence there is a need to frame the text books with in the frame work of a syllabus prepared on a strong scientific and psychological ground.

A good textbook should reflect the totality of experience provided to the learners. It motivates the teacher to structure his/her class lesson. Text books should be learner friendly and should be written on sound psychological principles.

Text book committees should consist of a healthy mix of subject experts, good and experienced class room teachers. The class room teachers can give vital inputs such as difficulty level that can be taught in any class, method to be used for explaining a certain concepts, etc.

The text book writers should be aware of the reasons for change of curriculum and text books and hence they should be given orientation on curriculum and syllabus revision.

The following are the guiding principles for text book writer, they are:

- Child centeredness
- Inclusion of social concerns
- Integrated Approach and totality of experiences in subjects
- Use of Activities for understanding of concepts
- The child constructs knowledge
- Environmental Concerns and conservation of nature
- The content selection should stand the tests of Cognitive Validity, Content Validity, Process Validity, Historical Validity, Environmental Validity and Ethical Validity.
- The text book should have easy readability. The students should be able to understand the content on their own especially in situations where there are long absences of teachers.
- Text books should be writer with in parameters defined by the prescribed syllabus keeping in view its consistency with the curricular objectives.
- There should be widespread field trails of text books with the involvement of teachers at all stages. Testing, research inputs and feedback mechanisms must be institutionalized as part of text book development.

- Text books at different stages should be split into suitably small size to avoid the physical burden of the school bag. The semester scheme advocates preparation of text books semester wise.
- Presentation of the content should be done in such way that it should psychologically help learners to construct from their own experiences.
- The textbook should arouse in the children a desire and curiosity to learn and sustain interest.
- It should have variety of activities: a learning experience can be repeated differently over a period of time with different materials.
- The activities to be in the text book should full exploit the locally available materials; it should give scope for local specific information. (E.g. giving open ended questions, collection of locally available material, etc.).
- There should be place for imagination and fantasy but it should be done carefully. Science stories can be included in Science text book.
- The text book should have scope of practice.
- Total teaching time available in a year should be taken into account while writing text book.
- The text book should have a place for spiral learning.
- The text book should have inbuilt evaluation measures which children take up with the same spirit as the other learning activities.
- Gender equality should have situations wherein values are put into action.
- The text book should enable the child to meet the challenges posed by the present times.
- The text should bring out the total potential of the child.
- The text book should be written in such a way that children learn through thinking/working on their own.
- The text book should make children to be creative and express their ideas.
- The text book should help children unlearn the misconceptions already formed.
- The text book should have learning situations or context in which children involved them and learn. The context should be suitably adjusted to the age group.
- The cause and effect concept, if to be included in the book, should be within the experience of the children.
- The text book should be written in such a way that the activities given can be carried out even at home.
- The text book should meet the individual differences in children to the extent possible.

- The needs of girls, tribal children, physically challenged children, children with learning disabilities and working children should be taken into account while writing the text book.
- The text book should provide sufficient resource even to a teacher who is not a specialist in the subject.
- The text book should make the teacher's task most enjoyable, effective and practical.
- The text book should help the teachers to prepare the lessons in advance and thus increase children's learning effectively.

Science Text Books

- There should be comprehensive integration of activities and experiment in the science textbooks.
- Since a number of teachers do not conduct science experiment in classes and prefer only blackboard experiment, each science text book should give a list of experiment which has to be compulsorily done in class rooms, so that the inspecting officers can verify them during their visits.
- Text books may also give additional activities that can be taken up by science clubs in these schools.
- Giving emphasis to acquisition of knowledge, understanding, reasoning and application in science.
- Providing scope for questioning and exploring in science learning.
- Giving emphasis to analyzing the content stages wise.
- Providing opportunity for observation, collection of data, consolidation and inference in learning science concepts. The information could be multi-sourced: observations, teachers, community resource persons, project and internet.
- Providing linkages of the content with the environment events/phenomena/problems and issues (local to global).
- Giving emphases to interdisciplinary nature of science. For example, providing learning opportunities for children to understand interrelationships of different branches of science like physics, chemistry, biology, geology, etc., and applying the same for problem solving and carrying out projects.
- Stress on 'knowledge construction' rather than mere memorization of scientific facts and definitions/explanations by the students by incorporating well designed activities/experiments and projects.
- Giving emphasis to development of process skill in children such as observation, classification, differentiation, measuring drawing inferences, etc.

- Incorporating different learning approaches to suit the content and age level characteristics of students.
- Adopting different teaching styles, providing space and time for various target groups.
- Providing scope in the science text books for both teachers and students to explore and learn together.
- Giving importance to the influencing of science on society, with its role in the present context of achieving sustainable development (rural and urban context).
- Giving importance to scientific method and development of interest, curiosity, scientific attitude and skills.
- Emphasizing both process and product evaluation. Providing scope for development and use of appropriate tools and techniques for the measurement and evaluation of process skills.

Languages:

1. In languages selection of passages, stories, poems should be done from standard works, authors and poets only.
2. Selection of eminent personalities, like national leaders, scientists, Poets & Literary Scholars, to be done for all the classes in a holistic manner so that the children do not get bored by reading about the same personalities again and in class after class.
3. Separate Guidelines are essential for syllabus framers and text book writers for first, second and third languages.

Mathematics:

A good mathematics text book should aim at:

1. Children learn to enjoy mathematics rather than fear it.
2. Children learn important concepts in mathematics which they can easily apply in their daily lives.
3. Children see mathematics as something to talk about, to communicate through, to discuss among them-selves, to work together on.
4. Children pose and solve meaningful problems.
5. Children use abstractions to perceive relationships, to see structure, to reason out thing, to argue the truth or falsity of statements.
6. Children understand the basic structure of Mathematics: Arithmetic, Algebra, and Geometry, the basic content areas of school mathematics, all offer a methodology for abstraction, structuring and generalization.

7. Teachers engage every child in class with the conviction that everyone can learn mathematics and find ways to ensure success for all
8. Children appreciate mathematics (like music etc.) and derive joy in the process.

Many general tactics of problem solving can be taught progressively during the different stages of school: an abstraction, quantification, analogy, case analysis, reduction to simpler situations, even guess and verify exercises, are useful in many problem solving contexts.

Moreover, where children learn a variety of approaches (over time), their toolkit becomes richer, and they also learn which approach is the best? Children also need exposure to the use of heuristics, or rules of thumb, rather than only believing that Mathematics is an 'exact science'.

The estimation of quantities and approximating solutions is also essential skill. When a farmer estimates the yield of a particular crop, he uses considerable skills in estimation, approximation and optimization. School Mathematics can play a significant role in developing such useful skills. In addition to the more familiar skills of estimation in measurement children must also develop estimation in computations. For instance: is 23×37 more than 700? Is $564/68$ around 7?

Visualization and representation are skills that Mathematics can help to develop. Modeling situations using quantities, shapes and forms are the best examples of use of mathematics. Mathematical concepts can be represented in multiple ways, and these representations can serve a variety of purpose in different contexts. All of this adds to the power of mathematics. For examples, a function may be represented in algebraic form or in the whole, but can also denote the quotient of two numbers, p and q . learning this about fractions is as important, if not more than learning the arithmetic of fractions.

The importance of systematic reasoning in mathematics cannot be overemphasized, and is intimately tied to notions of aesthetics and elegance so dear to mathematicians. Proof is important, but in addition to deductive proof, children should also learn when pictures and constructions provide proof.

Proof is a process that convinces a skeptical adversary; school mathematics should encourage proof as a systematic way of argumentation. The aim should be to develop arguments, evaluate arguments, make and investigate conjectures, and understand that there are various methods of reasoning.

Besides, children must be dissuaded from memorizing prescriptive definitions of mathematical terms and technical terms offers and use to get insight into the history and concepts besides making the learning of these terms meaningful and interesting.

Introduction of puzzles, riddles and similar problems offers a wonderful opportunity to the Mathematics teachers to achieve several of the learning objectives/ they are all the more welcome as they are intrinsically motivating. This must be encouraged at all levels without making them a part of their examination.

Mathematics anxiety and fear arising out of partial understanding and wrong learning approaches is a serious impediment to school mathematics education and this needs to be addressed urgently. Pressure of times tests and examinations compounds this problem. Examination reforms are absolutely necessary to eliminate this or at the least dramatically reduced the issue.

Considering the way technology is growing and changing our lives is imperative to make optimum use of calculators in the school mathematics program. This does not necessarily mean the use of these calculating devices in the classroom and in the examination. It is possible to promote their use in performing long & tedious computations to explore number patterns, relationships etc.

Children should be encouraged to explore, understand and appreciate the elements of mathematics in our culture and society. For instance, they can do projects to study temple architecture, geometry in Islamic Art, dance, Rangoli, local computational methods and ideas and so on....

Mathematical communication is precise and employs unambiguous use of language and rigor in formulation, which are important characteristics of mathematical treatment. The use of jargon in Mathematics is deliberate, conscious and stylized. In discussing many of these skills and processes, we have referred to a multiplicity of approaches and procedures. These are all crucial for liberating school Mathematics from the tyranny of applying them only to those algorithms that are taught.

Mathematics laboratory is an ideal and effective way to achieve all or most of the objectives of mathematics teaching at school mentioned above. The same may be introduced gradually all the levels: primary, upper primary and secondary. It seems appropriate to formally begin it with high school as some amount of material based pedagogy is being done at the other level currently. Around 10-15% of the instruction time can be devoted to the laboratory work where children use using extremely low cost and locally available materials to understand mathematical concepts. Children

should perform the ‘experiments’ and do activities rather than simply ‘see’ a demonstration.

Social Science

It is suggested that necessary steps may be taken to create awareness among the text book writers and the teachers regarding the Six-criteria of a good curriculum in social science education (Six validities – refer page 19) as listed in NCF-2005

The text books should stress on local and regional geographic factors with an understanding of the environment is very essential for learners of social science. Basic geographic and historic factors remaining the broad platform and the main stay of social science curriculum.

Some examples of activities for inter disciplinary approach in Social Science

V to VII	Temple-its History, Art, Religion, Social Life and Economic activity of the wealth
VII to X	Family- relationship, function, hospitality neighborhood

Examples of individual and inter disciplinary concepts development among Social Science curriculum

V to VII	1. Observe the surroundings of your villages or town. Make a list of difference types of trees and animals
	2. What is the source of drinking water to you village or town make a list of well and tanks
VIII to X	a) Total no of people in your locality. How many male and female workouts the sex ratio.
	b) Topography of your district (Physical Features) – clarify them according to the economic activation of people

Inter disciplinary

1. Crops grown in your area and the Industries development on the basis of crops grown.
2. Transport facility and accessibility to govt. and other officers located in neighboring towns.
3. Social and political institutions and the economic and social benefits derived from them in your areas.
4. Crops production to be curriculum for exchange.
5. Changes in values of curriculum for exchange.
6. Learn simple function of Banking, Post Office.

Chapter VIII

Teacher Training

“Studies suggest that in a single year an average student with a good teacher can progress more than a full grade faster than an average student with a poor teacher”

Improvement of quality of schooling is crucially dependent upon the teacher himself, issues related to teachers and teacher education is always directly linked to development in the school education sector.

Over the years the profiles of children entering school has changed radically. Due to constant efforts to universalize elementary education, the schools are now getting children (who are at present entering school) who are first generation learners, children of economically weaker sections, children of urban slums who had no access to education previously.

The average primary teacher is not equipped to handle such children because the training methods have by and large remained the same. The pre-service curriculum is still dominated by out dated theoretical concepts and not related to realities in the field.

The quality of education in these teachers training institution may be gauged from the facts that there are virtually no failures and there are a large number of first classes and distinctions.

The quality in pre-service program has further suffered in recent years, due to proliferation of a large number of teacher training institutions without proper infrastructure, poor facilities and having in experienced teaching staff.

The teaching practices sessions which the students undergo during pre-service training, do not enable them to handle multi grade, multi-level situations in the class rooms or the meaningful and creative learning activities which are emphasized by modern experiments in the field. The student teachers is also unable to use technology aids to enhance his teaching skills as majority of teacher training institution in the country lack computers and other multi-media aids.

Apart from changes in the profile of children entering schools, the knowledge base and skills that teachers have to teach has changed and expanded tremendously over the years this calls for increase in use of technology and mass media which are still lacking in our teacher training institutions: Our teachers are still unable to use OHP. Computer and other multimedia tools in their class rooms to enhance the effectiveness of their teaching.

Apart from the above, the raising aspirations of parents to get good quality education (especially English education) for their children, has made the task of the teacher more demanding.

If teacher's education has to meet these challenges, the nature and structure of both pre-service and in service education has to be transformed. We have made some recommendations below to improve the teacher education sector.

Pre Service Training (primary):

- a. There is poor integration of education theory and supervised teaching practice. Teacher education specially in private teacher training institutions are not really aware of changes and new experiments in the field. Once the teacher's education enters service, there are not in service training programs from them and hence they are not aware of various department academic programs. DIETs should take up training programs periodically for all the teacher education belonging to government, aided and un-aided institutions and keep them up dated with the latest developments in the field.
- b. Teachers trained in urban schools and one class one teacher atmosphere, after appointment; end up in rural school teaching Multi-grade classes. Hence all the student's teachers should be compulsorily sent to rural school for at least 4 weeks to get experience of teaching in rural schools and multi-grade situation.
- c. Teacher training curriculum in both elementary and secondary teacher training institutions is rigid, out dated and irrelevant. It cannot support adoption of new methods. Pedagogy taught is unrelated to specific support adoption of new methods. Pedagogy taught is unrelated to specific subject matter. There is urgent necessity to revise the D.Ed. curriculum to make it more flexible and adapt to situations in the field.
- d. There is no necessary follow up once the training is completed. This has to be rectified in the induction courses given to newly recruited teachers.
- e. Teacher educations have limited education and are poorly prepared. For example a B.Ed./M.Ed. graduate having secondary education experience and who gas not taught in a primary school, suddenly becomes a teacher education in a primary teacher training institute without having any knowledge of problems and issues at the primary level.
- f. The pre-service programs are prepared by teacher educations that have a very limited knowledge of the field. These programs fail to take into account teacher's needs at the primary level.
- g. The primary teacher education also suffers from lack of sufficient resource book and materials. They largely depend on poor quantity guides

- h. The Teacher Training Curriculum should have the following element –
- A solid foundation of subject matter of the level for which the teacher is being prepared
 - All understanding of the children whom he is going to teach
 - Exposure to new teaching and assessment strategies
 - Exposure to classroom management techniques
 - Practice teaching in real field situations.

Pre Service Teaching Training (Secondary):

- a. Whereas primary and secondary school curriculum is periodically revised as per guidelines contained in the National Policy of Education 1986 and the Curriculum Frame Works prepared under it, the teacher training curriculum (prescribed by universities) is not revised in tune with the curriculum revision in schools.
- b. There is no uniform secondary teacher training curriculum across the state. Each university is following its own curriculum, examination pattern and assessment standards. It is essential that a common B.Ed. curriculum is introduced across the state.
- c. For getting better quality primary teachers education separate B.Ed. /M.Ed. course in primary education has to be introduced by all the universities. This is because, in respect of elementary teacher training institutions as per NCTE norms, the faculty should have a minimum M.Ed. degree. Since very few institution in the country offer M.Ed. (elementary education) course, the faculty after completing B.Ed. and M.Ed. course pre-training to secondary education, become teacher educators in elementary teacher education institutions with no experience of teaching in elementary schools at all. Hence they confine themselves to teaching theory resulting in poor standards in student teachers. This situation needs rectification urgently education urgently.
- d. Due to a mismatch of academic calendars between the teacher training institutions and schools, a practice teaching has suffered fully. The schools are not willing to give classes for student’s teachers in the latter half of the academic year as they under pressure to complete the portions. Efforts should be made to start classes in both the elementary and secondary teacher training institutions latest by August first every year.
- e. There is lack of teachers to teach Geography in schools. Graduate who have not studies geography at degree level are constrained to teach the subject. This issue needs urgent attention.

In-Service teacher training:

- A huge gap exists in in-service training as it has become largely ritualistic and mechanical due to the insistence of a mandatory training of 20 days of training for every teacher every year. This has largely contributed to teacher absenteeism in schools. Even though instructions have been given to hold the maximum training programs during summer and October holiday, it has not been able to meet the set targets fully.
- Maintenance of a data base of teachers at the block level will help to ensure that the right teacher attends the program. This has to be taken up by BRCs/CRCs under the supervisions of DIETs.
- Several of these in service programs may be out source and conducted through agencies working in the field through accreditation which will enhance the quality of the programs.
- Block resource Centre's need to be technologically equipped to improve the delivery and quality of these programs.
- A proper evaluation system should be put in place for these programs as otherwise the teacher tends to go back to his old methods of teaching even after attending these programs.
- Open learning programs may also be devised so that teachers may choose and attend these program during their spare time.
- At the secondary level in service training is totally inadequate both in terms of coverage and content.
- Improving subject mastery of teachers should also be given top priority Subject enrichment programs and equipping the Cluster Resource Center's with adequate resource support should be done at least in phases.
- Every advancement courses which will also help him to become a better teacher.
- There is also an urgent need to ensure quality of pre service training taking place in our training institutions. Mere setting of norms and standards will not ensure quality in these institutions.
- Establishment of strong linkages between state/district/block level bodies. The linkages between these various levels of institutions should always be a two way process and this can be done by establishment of regional advisory academic bodies consisting of academicians from all these institutions.
- The Centrally Sponsored Scheme of Restructuring and reorganization of Teacher Education launched in 1987 has to revamped in view of the existing scenario in the country:
- As per the existing norms there is uneven distribution of DIETS across the country. For example a city like Bangalore, which is having nearly one fifth the population of

the state has only one DIET as the city is considered as a single revenue district. One DIET has not been able to meet the demands of teachers training in the city.

- Even among other districts, even in larger districts having more than 10,000 teachers, the existing DIETs have not been able to fulfill their mandate effectively. Norms for setting up of DIETs needs revision – probably on DIET for 5000 teachers.
- As per existing norms, one Block Resource Centre (BRCs) is sanctioned at present, for one revenue block. This again has led to a lopsided establishment of BRCs across the country. In several situations, one BRC is catering to the needs of two or more educational blocks. Hence these norms of teachers (approximately 600 teachers)
- As regards secondary teachers education is concerned, the college of teacher education sanctioned so far do not adequately cover all the secondary schools. For example, the nine colleges of teacher education sanctioned in Karnataka are inadequate (as the jurisdiction of each CTE is spread over a number of districts) and hence are unable to cover the ninety thousand teachers in nearly ten thousand secondary schools spread across the state.
- Hence it is recommended that a secondary education wing will be created in each DIET to cater to the needs of secondary teachers in each district.
- Improvement in the quality of programs DIETs/CTEs (both in service and pre service) so that they can effectively perform their function as nodal centers for teacher education in the state.
- In all the in service teacher training programs, invariable teachers of un-aided institutions (who form a large percentage) are left out. Leading to gaps in teaching standards in un-aided institutions which directly effects quality.
- Merging of the central scheme of teacher education in SSA is a welcome move. But separate norms have to be developed and retained for DIETs/CTEs. The state level and district level training and other academic programs cannot be taken up under the existing SSA norms.
- Restructuring of DIETs have to be taken up on priority basis, as several wings of DIETs have always remained non-functional due to various reasons- lack of qualified staff, the work of a wing like curriculum development being handled by another agency, etc., Non-functional units may be close and the number of academic staff to be reduced. The number of staff in DIETs should be always in proportion to the work load in the DIETs.
- A certain percentage of posts in DIETs may be earmarked for elementary teachers which will enrich the experience of the DIET faculty.

- Encouraging academic research in institutions at all levels needs development of certain capabilities in the academic staff of these institutions. Qualified and experienced staffs in these fields have to be recruited in DIETs/CTEs.

Revised syllabus of English (2007) **(I, ii/iii languages)**

Introduction

The National Curriculum Framework (2005), a document produced by the NCERT, New Delhi, starts by stressing the acutely felt need for teaching English to school children more effectively and more widely than has been done so far. The NCF spells out the two-fold goals of a language curriculum. They are, first, “the attainment of a basic proficiency as an instrument of interpersonal communication, and secondly, as a vehicle of abstract thought and knowledge acquisition.” These two are the dominant objectives in the realization of which the English syllabus is sought to be revised in Karnataka. However, after studying the existing syllabus (2002) it was decided that all the salutary features of that syllabus should be adhered to.

The NCF discusses the state of English Language teaching in the country in detail. The views expressed therein and the views of other experts are summarized below.

There has always been dissatisfaction with the teaching of English in India: The NCF says that English must be taught more widely and more effectively than has been done before.

On the status of English among Indian languages the NCF says- “English in India is no longer a language of the colonial masters. In some important domains of activity it has become a part of the Indian multilingual repertoire. In a variety of ways it has enriched Indian languages.”

“English plays an important role in the domains of education, administration, business and political relations, judiciary, industry etc. and is therefore a passport to social mobility, higher education and better job opportunities.”

“In urban India it is very common to see young people code-mixing and code-switching between English and Indian languages.¹ It is indeed unfortunate that English has so far remained associated with the rich and upper-middleclass elite. It should be the effort of the Indian Educational System to teach English to every Indian child, and to ensure that he/she gets high level of proficiency in it and not suffer discrimination for lack of it.

On the starting of English at an earlier level of schooling the NCF says-

“The demand for English at the initial stage of schooling is evident in the mushrooming of private English medium schools and in the early introduction of English as a subject across the states/UTs of the country. Though the problems of feasibility and preparedness are still to be solved satisfactorily, there is a general expectation that the educational system must respond to people’s aspirations and need for English. Within the eight years of education guaranteed to every child, it should be possible in the span of 5 years to ensure basic English language proficiency including basic literacy skills of reading and writing.” Accordingly in Karnataka, English has been introduced from class I from the year 2007-08. However, in classes 1-4 the major focus is to provide exposure to English in a stress free atmosphere. For four years children are just exposed to English through stories, games, TPR activities, rhymes and dialogue practice activities. English is not an examination subject in these classes. Even now formal learning of English begins at class V. But it is hoped that the exposure students get in classes 1-4 will make learning in class V an enjoyable job.

Introducing of English in classes 1-4 has important implications for the designing of syllabus for classes V to X. The concept of learner at class V entry level has to be defined and considered for planning inputs. A major part in bringing about such changes will be the responsibility of the textbook writer, for it is ultimately the textbook that reaches the teacher and becomes, for the most part, his one and the only resource. Elaborate suggestions have been given for the textbook writers to bring these changes efficiently.

The textbook will have to be transparent enough to convince the teacher that its concepts of language learning/acquisition are sound. There is something like the ‘teacher’s sense of plausibility’, and it is important to influence it. In Dr. N.S. Prabhu’s words, “ If the teacher’s sense of plausibility is engaged in a teaching activity, then that activity succeeds. If not, then it becomes a mere routine. When a new perception (a ‘totally fresh approach’) is proposed, the teacher’s existing perceptions of good pedagogy may begin to interact with the newly proposed one and be influenced by it. The teacher’s attitude to the ‘Pedagogic change’ should become positive. But for this to happen, the new perception of good teaching has to be powerful, well-articulated, and, of course, accessible to teachers,” (Second Language Pedagogy 1987) The responsibility to make the new perceptions of teaching accessible to teachers will fall on the shoulder’s of the textbook-writer.

The NCF suggests ways and means of improving the teaching and learning of English in the elementary and secondary stages:

“The teaching and learning of English today is characterized by the diversity of schools and linguistic environments, and by the systemically pervasive classroom

procedures for teaching a textbook for success in the examination. The emphasis should be on teaching language use in meaningful contexts. For the majority of our learners what is needed is a basic, or fundamental competence in the target language. From the research in language learning we know that children have an innate ability to construct grammatical systems. What we need to do in the classrooms, and to the extent possible outside them, is to create socio-cultural contexts that would encourage children to participate actively in understanding and creating appropriate communicative practices. If these considerations inform the new textbooks, they are bound to look different. It would be largely unnecessary, and futile to teach isolated grammatical items to students. Grammars would emerge from an active engagement in input rich communicative practices. Methodologies (such as the whole language, the task-based and the comprehensible input approaches) aim at exposure to the language in meaning-focused situations so as to trigger the formation of language system by the learner.”

“Input rich communicational environments are a prerequisite to language learning since languages are learnt implicitly by comprehending and communicating messages. A comprehensible input rich curriculum lays the foundation for spontaneous language growth and different language skills develop simultaneously in communicative socio-cultural contexts rather than in any linear order as reflected by the traditional LSRW approaches. The learner can receive meaningful language input that is appropriate to his/her age and knowledge of language or readiness for language skills, given the variety and range of English learning situations in India.”

English is offered as II language in most of the schools in Karnataka. However there are students who wish to learn English as a I language III language. The differences in offering I language, II language and III language need not be strictly seen from a theoretical point of view. These distinctions, as far as syllabus revision is concerned, need to be understood from a practical angle, relating them to learner needs.

I language:

I language is traditionally understood as Mother Tongue(MT). However, we know very well that English is not the MT of the people of Karnataka. Offering English as I language in Karnataka makes the following presumptions.

1. I language learners have a greater exposure to English at home and outside.
2. They have a need to learn English to achieve a level of competence comparable to the competence one has over his/her MT.
3. The schools that offer English as I language have the capacity to provide an efficient support system that can help learners reach the targets.

II Language and III Language

English has become a major tool for communication in a multi lingual society like ours. It is also needed to communicate to people across the world. Therefore every individual needs to be equipped with communication skills in English language, apart from mastery over one's own MT. It is in this context that English is offered as II language from class V to X.

It is possible that there are students who would like to opt for English language as III language. However, even the goals of III language can not be much different from the goals of learning English as II language in that even III language learners should finally pick up communicate skills, though not to the extent that II language learners need to pick up. From this point of view the syllabus and the inputs planned for III language learners need not be different from what is planned for II language learners. The expectations from a III language learner can be kept at a more general level. So the differences need to be reflected in the evaluation scheme to be proposed and not in the inputs planned. Hence the inputs such as readers, activities and strategies

of facilitation will be the same for II language and III language learners. A separate evaluation scheme has been suggested for III language learners.

The learner

The learners in Karnataka are a product of a multi lingual society. Perhaps even English is not totally new to them. Quite a number of English words have found their way into our language repertoire. Karnataka has also introduced English in classes 1 to 4 to provide the young learners an exposure to English in an informal way. We may assume the following about the learners.

1. I language learners have a natural background of an environment which uses English.
2. II language and III language learners get an exposure to spoken English through the mass media and to a lesser extent, through its usage in the society.
3. The entrants at class V level, where English is introduced as a subject of learning would have had four years of informal exposure to English where in they are expected to have developed simple communication skills, the abilities of reading simple texts and copying a given text, i.e., words and simple sentences.

It is then necessary to pitch the learning experiences planned, to match the level of these learners. This is a departure from the existing syllabus where in the learner in class V was assumed to be at zero level as far as learning English's is concerned.

The Role of the Teacher/Facilitator

As a result of the change learner perceptions the role of the teacher also needs to be redefined. Role expectations of a teacher may be listed as follows.

1. Understand the learner background and his/her level of competence in English language.
2. Find out what the learner expectations are as far as leaning English is concerned.
3. Organise learning experiences to match the varying levels of learners.
4. Observe learners in the process of learning and provide constructive feedback.
5. Create a support system in the school that would help learners engage in self learning.

These expectations are different from the traditionally held view where a teacher is supposed to teach and the learners master whatever the teacher teaches. The teacher is now viewed as a facilitator of learning. Naturally, how a teacher facilitates learning becomes the major focus rather than what/how much he/she teaches.

This shift in the teacher role is an important aspect of the revised syllabus. How a syllabus is going to be transacted is a major concern of the syllabus revision. Hence it is proposed that a **detailed handbook** be prepared for the guidance of the teacher. Such a hand book will provide comprehensive inputs on the classroom processes and help teachers localize the learning experiences to be organised.

Learning of English – a conceptual framework

Though the ultimate goal of learning English is to develop the ability to communicate in English, it is not conceived so holistically at all levels. Usually learning is viewed in a linear manner, assumed to be taking place in increments. From a hierarchy of structures, functions and other grammar points, the learner is supposed to master certain identified aspects in each subsequent year. Mastery over a sum total of all these yearly learning over a period of time is thought of as learning. Such a mastery is assumed to develop communicative ability among learners automatically.

The present syllabus questions this very assumption. Learners neither start at zero level, nor do they become total masters any time. The use of language is never partial. It is holistic. In each sample of some language use, we can see a combination of different abilities at play. Writing may be a product of reading or listening coupled with thinking, one's attitude and such personality traits. Speaking is not just vocalization of expressions. It includes the ability to respond to the demands of a situation, the ability to conceptualize one's response and lastly articulates it through appropriate language. English language learning should be viewed from such a holistic perspective. If at all we think of certain specific skills or structures or function, it is only to facilitate better learning. Integrating such skills to one's total language repertoire should take priority in overall facilitation. The proposed hand book will provide a comprehensive base for such a view point.

The need to use authentic material

The view that language learning is holistic poses different challenge to the persons planning learning material. It is understandable that for providing a holistic learning experience, the texts used should also be authentic. The text prepared keeping in mind only structures and vocabulary to be mastered at a certain level can not provide an authentic context of language use. The texts that are created exclusively for the purpose of providing exposure to English defeats the very idea of communication because they are prepared to communicate to nobody. However, we have also seen that artificially created texts can also serve some limited purpose. Perhaps we may have to strike a balance between these two points of view. While choosing texts preference can always be given to authentic material. Certain small adaptations can be made, if they can serve the purpose better. We can avoid defining the boundaries of a text first and then preparing it. Instead, we can choose a text and see how best it suits our purpose. This may appear to be a little cumbersome for the planners. But the learners will always be benefited by such efforts. Learning experiences based on such authentic texts would be a big leap towards providing holistic learning experiences.

Class Libraries

The teacher can create class libraries with the help of children. As far as one can see these can only be libraries of reading cards. They are things cut out from newspapers and magazines, things written out by children themselves based on the beautiful pictures they come across. Group leaders in the classes can act as group librarians. Cards with information gaps, matching tests etc. can generate the much desired interaction between pupils. The teacher can try to create one card a day with some reading passage and a few simple exercises. This itself will become a good library over a period of time.

Activity Based Learning

Classroom learning of a language is actually decontextualised. The more we make it natural and contextual, the better. One such attempt is made in providing authentic texts. Another strategy could be to organise a variety of learning activities which can provide a context for learning English and make learning experiential. Classroom processes can be thought of in terms of a variety of activities. Participation in each activity calls for a combination of a number of abilities. Starting from instructions until an activity reaches its logical end, the learners undergo experiences that are interrelated. That is how activities make learning experiential and holistic. The hand book for the teacher can include guidelines for organising activities in the class room.

Karnataka has already embarked on activity based methodology called 'Chaitanya'. Presently 'Chaitanya' methodology has been extended up to secondary level. These activities reduce the dependence of the teacher/learner only on the text books. Teachers

now have the freedom to organise suitable learning experiences in the classroom. The revised syllabus will strengthen such efforts by the teacher.

The Task-Based Approach

This is a communicational way of teaching that should generate “interaction between the text/task on paper (i.e., the textbook) and the individual learner.” Individual effort is what is needed in our large classes. The hypothesis is that linguistic competence would arise in children through this way of teaching. “Linguistic competence involves not just being able to communicate meaning but, in that process, conforming to linguistic (i.e., grammatical and lexical) norms as well. Although learners in a task-based classroom can get their meaning across by means of ungrammatical expressions, task-based teaching is meant to enable them to achieve, in due course, grammatical conformity in their use of language.” (Second Language Pedagogy-1987, p69)

“Grammatical conformity in language use is thought to arise from the operation of some internal system of abstract rules or principles, and it is the development of that system that task-based activity is intended to promote. While, that is to say, learners are engaged in an effort to understand and express meaning, a process of internal system development is hypothesized to go on at a sub-conscious level of their minds. The process of system building is thought to be activated or furthered by immediate needs to understand and express meaning but, once activated is capable of going beyond what is strictly called for by those immediate needs, achieving grammatical conformity in addition to communication. Learners in task-based activity are, at any given time, meeting the demands made on their understanding and expression by bringing into play such internal systems as they have developed so far (which, being in formative stages, may lead to miscomprehension or ungrammatical expression) but, in doing so, they are also developing these systems a little further. It is in this sense that meaning-focused activity constitutes a condition for language acquisition without success in such activity bring identical with language acquisition.”

Core Elements

1. Protection of Environment.
2. Removal of social barriers
3. India’s common cultural heritage
4. Equality of sexes
5. Inculcation of Scientific Temper

6. History of India's freedom movement

7. Content essential to nurture National Identity.

Core values for learners of English language

The values to be cultivated among learners in language classrooms are different from those that can be focused on in other subjects. These values emerge from the intrinsic worth of a language. This does not mean that other values like truthfulness or non-violence are to be neglected. Such universal values form the basis of all educational endeavour. But the values listed below are specific to languages, English, in the present case. It is advised that the textbook writers take special care to ensure that the learners develop these values as a result of the learning experiences that are to be organised inside the classroom.

1. courtesy
2. empathy
3. listening to others with patience
4. considering different views
5. politeness
6. initiating communication
7. justifying one's stand
8. working in groups
9. self study
10. cooperation
11. helpfulness
12. curiosity
13. friendship
14. Appreciating humour
15. Clarity in thinking

Study Skills

1. The learner employs skills and strategies essential for learning English and for using English to aid the learning of other subjects.
2. The learner uses a variety of reference sources
 - a. she/he uses a suitable dictionary to find the meaning, spelling, usage and pronunciations
 - b. she/he uses reference books, e.g. the dictionary and a simple grammar book, to correct his own written work
 - c. she/he looks for information in reference sources such as encyclopedias, timetables, catalogues, and brochures

- d. she/he locates information by using list of contents, footnotes, glossaries, indexes, etc. attached to prescribed textbooks.
- 3. The learner interprets and uses symbols, headings, sub-headings, numbering, etc.
 - a. she/he understands and interprets information presented in a chart, table, graph, etc.
- 4. The learner employs the most effective reading strategy to suit the material he reads and the purpose of reading
 - a. she/he skims a text to get the overall idea and organization
 - b. she/he scans a text to locate specially required information
- 5. The learner extracts the important points from a written text (or a lecture) and converts them into a summary
 - a. she/he makes notes or outlines of what he studies, and develops fuller pieces of writing from the notes or outlines.

Understanding student learning

The most popular technique of understanding student learning is to conduct written tests. In reality, writing is not the major activity undertaken by a language user. For teachers it may appear to be quite comfortable to work with written tests. But written tests can give only a partial view of a student's learning. In public examinations written tests may be used extensively. But the written tests cannot give any substantial feedback to the learner on his/her learning abilities and styles. Student learning should be understood in all its dimensions. Only then the teacher will be able to provide a comprehensive feedback to the learners.

Karnataka has a public examination at the terminal stage of school education, i.e. at class X. Up to Class IX, individual teachers conduct their own tests and examinations. Teacher made tests are localised and hence relate to the learner contexts better. In class X, the evaluation is basically summative. The evaluation done at the end of each semester are summative in a limited sense.

The semester end evaluation need to be considered an input to the teacher for organising learning experience in the next semester. In the light of the above distension, two types of evaluation schemes are proposed.

- a. **Formative evaluation** through observations, peer feed back and portfolios.
- b. **Summative evaluation** with due emphasis on spoken and written skills. Spoken skills can be focused more up to class VII. In classes VIII and IX students must be gradually exposed to the type of summative evaluation done at the end of class X.

The scheme of evaluation at the end of class X will remain as suggested by the KSEEB for the time being. But up to class IX different techniques of formative evaluation can be employed. A detailed presentation on ongoing observation, using peer feedback and maintaining portfolios for understanding student learning can be included in the teacher's hand book.

Criteria For Choosing Passages For Reading And Listening Activities

1. As already stated these passages must be chosen keeping in mind the thematic content, core elements and values listed as far as possible.
2. It is highly desirable to choose authentic language material for providing language practice and for teaching reading and listening skills for all classes from I to X.
3. Plenty of good samples of natural and idiomatic English are found in Children's Encyclopedia, Folk Tales Retold in English, Readers Digest, News Paper sections for children and children's magazines. Materials to suit the standards may be taken from these sources, and suitably adapted.
4. Monolingual or bilingual glossaries, mini dictionaries may be prepared using defining vocabulary and 1000 word Vocabulary lists given in this curriculum. Such glossaries may be given at the end of each lesson or at the end of the textbook and suitable exercises to train the children in study and reference skills may be included. It is to be highlighted here that without such exercises learners cannot be made self-reliant and independent.
5. It is equally important to remember that the passage to be taken from source books for reading need to provide representative samples of expressive, informative or expository and argumentative styles of writing.
6. Text Book writers may take care to see that while presenting prose passages at least one representative sample of each of the text types like letters, news paper editorial, news paper stories, tourist brochure, information booklets, advertisements etc. may be chosen and suitably exploited for language practice, vocabulary study and skill training. It is believed that the text types and styles of writing mentioned above will be highly useful in illustrating paragraph, rhetorical patterns, and other academic skills of writing like note making, paraphrasing and summarizing.
7. While choosing passages for listening the linguistic levels of the students, at each stage and the complexity of the listening task need to be borne in mind.
8. The linguistic content provided in the form of functions, structures and notions may be also kept in mind while choosing the passages.
9. The graded lists given with this syllabus are to be treated as general guidelines. It is understandable that language use does not happen in such strictly graded manner. The major focus should be on holistic language practice. The gradation of the tasks suggested should be based on conceptualization, complexity of thinking involved and the communicative situation. Mere grading in terms of structures and vocabulary may not be of much help because basic language used has to remain the same for all classes. Hence the textbook writers

SKILLS FOCUSED | LANGUAGE ENGLISH STANDARD. I

Listening	Speaking	Reading	Writing
Listen to simple words, phrases, and sentences referring to familiar objects, animals and people and recognize their meaning.	Repeat with understanding words, phrases and sentences after the teacher.	Say aloud words, phrases and sentences referring to people and their things around them.	Write letters of the alphabet (both capital and small) in italic unjoined style.
Listen and respond to oral instructions, and action songs.	Repeat meaningfully rhymes, songs and poems	Read aloud simple printed words and sentences from the board and in print	Write down words, phrases and sentences dictated by the teacher.
Listen and enjoy nursery rhymes and simple poems	Answer simple questions.		Write down the names of familiar objects around them.
Listen to simple short stories.	Say rhymes of their own		Write short sentences referring to himself/herself and his/her immediate
	Say numbers from one to twenty.		

SKILLS FOCUSED | LANGUAGE ENGLISH STANDARD II

Listening	Speaking	Reading	Writing
Listen and respond to classroom talk of the teacher (instruction, commands and directions)	Speak simple words phrases and sentences on their own.	Read aloud phrases and sentences from the chalk board and printed matter.	Write letters of the alphabet using joined italic type.
Listen and recognise simple sentence pattern presented by the teacher.	Say rhymes and recites short poems on their own.	Read Silently with understanding short passages and stories	Copy down words, phrases and sentences from the chalk board, writing strips and printed matter.
Listen and enjoy rhymes and songs.	Ask and answer simple questions (wh/yes or no type).		Write down words, phrases and sentences and answer questions on their own, during the lesson
	Speak a few sentences on known topics.		

SKILLS FOCUSED | LANGUAGE ENGLISH STANDARD III

Listening	Speaking	Reading	Writing
Listen and understand instructions for performing a group activity.	Read words, phrases and sentences accurately with proper pronunciation and intonation.	Read aloud short poems, dialogues, and stories meaningfully with proper pauses, stress and intonation.	Copy words, phrases and sentences neatly, legibly in unjoined italic handwriting.
Listen and understand conversations and dialogues in familiar situations	Respond to greetings appropriately.	Read silently fairly long passages	Write with appropriate punctuation marks- words and sentences dictated by the teacher.

Listen and understand simple but unfamiliar poems, songs, and stories.	Take part in simple conversations initiated by the teacher.	Read name boards, newspaper headlines, labels and information brochures with understanding.	Do Simple controlled and guided composition exercises (Grammar based)
	Ask and answer simple questions in the classroom.		Write small riddles and jokes independently.

SKILLS FOCUSED | LANGUAGE ENGLISH STANDARD IV

Listening	Speaking	Reading	Writing
Listen and grasp main ideas in new items and discussions held on Radio and T.V.	Recite poems	Read silently and understand-name boards, newspaper headlines, telegrams, short advertisement etc.	Write down small paragraphs in joined italic handwriting with proper punctuation marks
Listen with understanding to important talks on familiar subjects on Radio and T.V	Speak simple sentences spontaneously with proper pronunciation, stress and intonation.	Read silently with 60 to 70 percent comprehension lessons in the text book independently.	Write simple controlled compositions- narrative and descriptive, with the help of the teacher.
Listen to conversations, dialogues and sports commentaries on the Radio and the T.V.	Describe objects, persons, pictures and actions with appropriate phrases or sentences.	Read and enjoy silently stories and articles related to familiar topics in magazines and newspapers.	Answer both short and long answer questions in tests and exams.
	Ask and answer simple questions in the classroom and outside.		Do journal writing (diary of events).

SKILLS FOCUSED | LANGUAGE ENGLISH STANDARD V

Listening	Speaking	Reading	Writing
Listen with understanding to conversations,	Speak spontaneously in classroom and	Read silently and enjoy-short stories, folk tales and	Copy words, phrases and sentences from the textbooks, chalk board-

dialogue, and stories.	outside.	classics.	joined italic handwriting with increased speed.
Listen to instructions and perform actions accordingly.	Participate in conversations and debates actively.	Read silently and enjoy-long narrative and descriptive poems	Write short paragraphs and essays (descriptive and narrative) in response to questions, independently on familiar topics objects, places and persons.
	Tell a story with proper voice modulation.	Read silently and understand instructions for carrying out activities both inside and outside the classroom.	Write personal letters, notes-to family members and invitations and announcements.
	Make short simple announcements with the guidance of teacher.	Read and make notes from a printed text.	Write posters in groups for special occasions.

SKILLS FOCUSED | LANGUAGE ENGLISH STANDARD VI

Listening	Speaking	Reading	Writing
Listen and understand short talks (record or live) topics related to school subjects other than English.	Speak fluently and spontaneously in classroom discussion and social situations.	Read and enjoy supplementary materials like-comics, story books, newspapers and magazines.	Write small and continuous paragraphs on (a) a given topic with guidance from the teacher. (b) general ideas, make notes, structure and prepare drafts for essays and articles for children's magazines.
Listen and understand the teacher's reading of poems and one-act plays.	Speak for about 3-5 minutes on a given topic.	Read and make notes from Thesaurus, Dictionary and other subject reference books like Encyclopedia.	Read, revise and comment on peer's articles.
Listen to recorded talks and make	Participate actively in role	Read with 70-80 % comprehension,	Produce final version with the help of teacher.

notes.	play, dialogues, discussions and debates	familiar passages and answer questions orally.	
Listen to news bulletins, discussions, science programmes and other items on Radio and T.V.			Write short essays, letters, telegrams, small ads, independently
			Write short stories independently.

SKILLS FOCUSED I LANGUAGE ENGLISH STANDARD VII

Listening	Speaking	Reading	Writing
Listen to a conversation taken from a play and respond critically.	Speak with considerable fluency in both formal and informal situations independently.	Read silently with appropriate speed and 70-80% comprehension-literary and authentic passages taken from everyday life situations.	Write with appropriate speed and comprehension, answer text book questions and do tasks like paragraph writing, essay writing etc. on familiar and unfamiliar topics
Listen to an unfamiliar passage to do tasks.	Speak for about 5-6 minutes on a given topic.	Read and understand long narrative and descriptive poems and simple literary pieces (both Indian & Foreign)	Write with requisite accuracy and appropriacy.
Listen to a recorded speech and answer comprehension questions	Converse with friends, family members, and others using language appropriate for the occasion.	Read and enjoy stories by familiar authors.	Write free compositions- stories, dialogues, informal letters information booklets, newspaper reports etc.

1. Prescribed material
(Prose :20% poems : 20%) : 40%
2. Unseen material
(Listening : 20% Dictation : 20%) 40%
3. Oral Communication : 20%

Written Examination

Part	Skill/Objective	Content Area	Marks
A	Knowledge of content	Reader Prose	25
		General	20
		Handwriting	5
B	Language	Structure	10
		Vocabulary	5
	Reading Comprehension	Reader-Prose	10
		Reader-Poems	5
		Unseen Passage	10
Study Skills	General	10	

Analysis of the Paper

Skills / Objectives

1. Knowledge of content Reader : 25 25%
2. Language Structure : 10 15%
3. Comprehension Reader-Prose : 10
- Reader-Poems : 5
- Unseen-Prose : 10 25%
4. Writing
- Composition : 20
- Handwriting : 5 25%

5. Study skills :	10	10%
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Content Areas

1. Prescribed Reader :	40	40%
2. Unseen Prose :	10	10%
3. Language :	15	15%
4. Writing :	25	25%
5. Study skills :	10	10%

Suggested format of the Readers (for I language classes I to VII)

Each unit can have three parts.

Part A will have the lesson. Depending on the class, the content coverage may vary. While in lower classes, more pictures and less of text is preferred, in higher classes authentic texts of about 500 words can be given. This can be finalised by the textbook writers.

Part B will have worksheets for language practice to provide opportunities for conversation practice, writing, grammar practice activities - exercises for listening.

Part C will have suggestions for project work/self learning activities. It can also include a sample question paper for the semester examination.

Format for teacher's hand book

1. Preface
2. How to use this book?
3. Contents
4. Theoretical issues related to teaching English.
5. Salient features of the Reader
6. Unit wise notes for the teacher with the following sections.
 - a. How to transact the prose lesson?
 - b. How to transact the poem?
 - c. Two passages for providing listening practice.
 - d. Activities to help learners work out the exercises given in worksheets.
7. Any other support material.

SKILLS FOCUSED II LANGUAGE ENGLISH STANDARD V

Listening	Speaking	Reading	Writing
Listen to simple words, phrases, and sentences and associate them with their meanings.	Repeat words, phrases and sentences correctly after the teacher.	Recognise words in English and associate them with objects and pictures.	Copy out and practice patterns, letter shapes and letters (Capital and small) demonstrated by the teacher.
Listen to requests, simple instructions and questions.	Say rhymes and action songs with gestures and actions	Read aloud letters of the English alphabet, simple words, phrases and sentences from the book (Print material)	Copy out words, phrases and sentences neatly and legibly in unjoined italic style.
Listen to rhymes, songs and simple and short stories	Give appropriate responses to greetings and enquiries	Read aloud hard written words, phrases and sentences from the chalk board and flash cards.	Write words, phrases and short and simple sentences dictated by the teacher
	Ask and answer simple questions		Write simple words, phrases and sentences independently in response to teacher's instructions.

SKILLS FOCUSED II LANGUAGE ENGLISH STANDARD VI

Listening	Speaking	Reading	Writing
Listen and understand simple sentences (Descriptive in nature).	Repeat words and sentences after the teacher including the stress patterns demonstrated by the teacher.	Read aloud phrases, and sentences with proper intonation.	Copy out and practice italic script joining the letters.
Listen and understand requests/commands/classroom instructions and questions.	Describe pictures and processes in simple phrases and sentences.	Read silently and understand short and simple passages.	Write down sentences from the chalk board and printed

			books.
Listen and understand simple dialogues, conversations, short stories, description of places and things when presented along with pictures.	Narrate simple incidents/daily routines in response to simple questions.	Read aloud conversations, short stories and poems meaningfully.	Write answers to simple questions.
Listen and understand change in stress patterns within words.			
Listen and understand the used of strong and weak forms in connected speech			

SKILLS FOCUSED II LANGUAGE ENGLISH STANDARD VII

Listening	Speaking	Reading	Writing
Listen, understand and respond to requests/commands/and instructions.	Say rhymes rhythmically	Read and understand longer passages silently.	Copy words, phrases and sentences neatly and legibly in joined italic style.
Listen and understand short stories and conversations.	Recite simple poems.	Read poems and songs with proper pronunciation, stress and pauses.	Write words and short sentences dictated by the teacher.
Listen and understand variation in stress in connected speech	Ask and answer simple questions	Read and understand name boards, newspaper headlines and simple news items	Write simple controlled descriptive sentences and small paragraphs of four to five sentences on their own.
Listen and understand the use of stress in connected speech for indicating information units, connected words and word forms.	Use greetings appropriately		
	Pronounce words with		Write short and long answers for

	proper stress.		questions given in class tests and exams.
	Take part in simple and short conversations.		

Scheme of Evaluation for semester examination II and III language.

Sl. No.	Areas to be covered	weight %		
		V	VI	VII
Oral Test (Group)				
1	Listening Comprehension			
1.1	Story (unknown)	10	10	10
1.2	General (unknown)	10	10	10
Oral Test (Pair)				
2	Communication - Conversation (known content)	10	10	5
Oral Test (individual)				
3	Reciting a poem	10	5	5
4	Reading aloud	10	5	5
5	Answering questions (prescribed text)	10	10	5
		60	50	40

Sl. No.	Areas to be covered	weight %		
		V	VI	VII
Written test				
1	Reading comprehension I			
1.1	Story (unknown)	10	10	10
1.2	General – a short paragraph (unknown)	0	5	10
2	Reading comprehension II (unknown) (Sequencing, identifying two stories)	5	5	5
3	Reading comprehension III poems	0	0	5
4	Copying a given text	5	5	5
5	Writing a poem from memory	5	5	5
6	Vocabulary	10	10	10
7	Usage	5	10	10
		40	50	60

Note: Unknown passages have been suggested for reading and listening comprehension to reduce rote learning of textual contents. It is hoped that learners will not resort to memorising.

Suggested format of the Readers (for II language classes V to VII)

Each unit can have three parts.

Part A will have the lesson. Depending on the class, the content coverage may vary. While in lower classes, more pictures and less of text is preferred, in higher classes authentic texts of about 500 words can be given. This can be finalised by the textbook writers.

Part B will have worksheets for language practice to provide opportunities for conversation practice, writing, grammar practice activities - exercises for listening.

Part C will have suggestions for project work/self learning activities. It can also include a sample question paper for the semester examination.

Coverage I semester

Total No. of Periods Available	:	80 periods of 40 minutes each
Prose	:	35 (5 Lessons)
Poetry	:	20
Testing, Evaluation and Remedial Teaching	:	20
Evaluation	:	05
Total	:	80 Periods

Coverage II Semester

Total no of Periods available	:	70 (Periods of 40 minutes each)
Prose	:	28 (3 Lessons)
Poetry	:	16 (3 Poems)
Testing Evaluation	:	17
Remedial Teaching	:	
Evaluation	:	09
		70 Periods

NOTE: The suggested length may vary from class to class depending on the level. This can be fixed by the textbook writers while actually preparing the Readers.

Format for teacher's hand book

8. Preface
9. How to use this book?
10. Contents
11. Theoretical issues related to teaching English.
12. Salient features of the Reader
13. Unit wise notes for the teacher with the following sections.
 - a. How to transact the prose lesson?
 - b. How to transact the poem?
 - c. Two passages for providing listening practice.
 - d. Activities to help learners work out the exercises given in worksheets.
14. Any other support material.

Syllabus for Classes VIII to X

I language

1 Readers for each class should have ten lessons and ten poems. The themes chosen should relate to the ten core elements. Each reader should have a section at the end of about 30 pages of Supplementary Reading Material (to be examined).

2. Suggested areas:-

- a. Stories – 3(One should be with an Indian setting (preferably from our epics)
- b. Our Constitution
- c. On science-Biography of a Scientist, Story of an invention/exploration
- d. On Environment
- e. An essay
- f. A Letter
- g. Biographical sketch of a great leader-preferably an Indian (not living) one lesson each in VIII, IX and X.
- h. On a sports personality/event
- i. Social Service
- j. Our festivals
- k. National Integration
- l. Transportation and communication
- m. Population

- n. India's Freedom struggle
- o. From the World of animals/birds/creatures

Two lessons or at least one should be a short play/scene from a longer play, preferably by an Indian writer with an Indian background. Lesson should highlight the ten core-elements

3. Authentic texts should be used as far as possible.
4. If the pieces are difficult, they should be edited specially for standard VIII.

Each lesson should have exercises on:

- a. comprehension at various levels.
- b. vocabulary/spoken English.
- c. language items/spelling/punctuation/grammar.
- d. composition.
- e. exercises on paired and group work based on values prescribed.

A few exercises should be suitable for group and paired work.

In the text book for each class, there should be supplementary reading material, preferably one long story (an abridged classic) and it is to be evaluated. There should be two questions carrying five marks each.

Poems:

- (a) There should be ten poems (about 300 lines) 60 lines for memorization (to be specified) At least three poems should be by Indian Poets. No poem should be beyond 30 lines.
- (b) Each poem should have a note on the poet.
- (c) There should be exercises on comprehension and appreciation.
- (d) Suggested material for reading.

Composition:-

Forms a very important part of teaching/learning process at this stage. The learner should be introduced to different forms of writing namely writing of paragraphs, essays, letters (official, business and personal, reports, summarizing and precis).

Grammar:

All the topics listed under grammar for V, VI and VII should be reinforced in VIII, IX, and X.. The following aspects should be covered under grammar.

1. transformation of simple, complex and compound sentences.
2. analysis of Sentences.
3. synthesis of Sentences.
4. complex idioms and phrases.
5. parts of Speech.
6. tense forms. Finites and Non finites, Infinitives, gerunds.
7. degrees of comparison.
8. reported speech.
9. the passive voice.

Stylistics.

Prosody, diction, figures of speech, major material forms sonnets, couplets, ballads, odes and lyrics should form part of the study at this level.

Vocabulary.

As the students at all levels are exposed to the world of knowledge through the media they are usually exposed to the world of experience and they should learn more and more words. The break up for each class is as follows:

Standard	Active Vocabulary	General/Recognition	Total Vocabulary
VII	750	750	1500
IX	750	750	1500
X	1000	750	1750

The students must be encouraged to read not only their text books but also other materials and encouraged to examine critically all facts, ideas and events present in the reading material and form their own judgment. Intensive practice in writing can be given by way of writing reports of fields visits, answers to questions based on the text, invitations applications for leave etc.,

Allocation of periods:

No. of periods available: 210 (Six periods per week for 36 weeks)

For ten prose lessons	100
For ten Poems	30
Supplementary Reading	25
Testing, evaluation and remedial teaching	40

Note:The lessons can be conveniently distributed into two semesters. This decision can be taken by the textbook writers.

Scheme of Evaluation for semester examination I language (Classes VIII & IX)

Oral Test : 25 marks

Group	Skill/Objective	Content Area	Marks
		Listening Comprehension	Unseen Story
Individual	Speaking	Prescribed poems	5
	Speaking	Communication	5
	Reading Aloud	Prescribed prose	5

Written Examination 100 marks

Part	Skill/Objective	Content Area	Marks
A	Knowledge of content	Reader Prose	20
		General	30
B	Language	Structure	10
		Vocabulary	5
	Reading Comprehension	Reader-Prose	10
		Reader-Poems	5
		Unseen Passage	10
Study Skills	General	10	

Use of Modern Technology:

Computer has become an inseparable part of modern life and education. Provision should be made in the text books in the form of exercise/activities which should lend themselves for the use of computers.

Syllabus for Classes VIII to X

II language

Suggested areas

1. Stories – VIII-3, IX and X – 2 each

At least one of the stories should be from one of the Indian Epics

2. One lesson should be on environment and its protection
3. One lesson could be on a theme of adventure. A short play preferably by a Indian writer
4. One lesson should be a biography/autobiography of a scientist/freedom fighter/social reformer/ explorer etc., (Mahatma Gandhi, L.B. Shastri, Subhas Bose, Homi Baba, J.C. Bose, Bhagat Singh, Dayananda Saraswathi, Vivekananda, Jhansi Lakshmi Bai, Obawa, Rani Chennamma, etc., Select one each for each class.)
5. Population Education
6. Secularism
7. On Sports/Sports personalities/events/interview etc.,
8. On a scientific theme without getting into technicalities
9. Planning and development in India
10. Festivals (may be in the form of a letter)
11. Arts and Culture
12. Entertainment
13. Mass Media
14. India's Freedom struggle
15. Transport and Communication
16. Social Service
17. From the world of animals and creatures
18. Wonders of the World

At the end of the Reader (Text book) there should be thirty pages of interesting and simple reading material (five short stories) to help learners cultivate reading habits and this is to be evaluated.

Poems

Poetry is mainly for enjoyment and not so much for language learning and therefore there should be eight poems, a maximum of 150 lines. No poem should exceed 30 lines. 40 lines are for memorization. Out of the eight poems a minimum of 2 should be by Indian poets. It may also be kept in mind that one can not strictly go by these prescriptions as the poems have to be taken as they are available.

The poems chosen may be on the following themes.

- a. Patriotism

- b. Story poems
- c. On nature
- d. On adventure
- e. On animals
- f. On a social theme (Sarojini Naidu, Tagore, Ezekiel etc.,)

Formal Grammar

Formal grammar lessons must be based on items of grammar, which have already been taught in the form of teaching items. Grammatical labels and rules may be given after a brief revision of the items.

Composition

Written work in the form of composition forms part of each unit. Suggestions are given in the text book for the unit concerned. The following broad suggestions, however, may be followed.

1. Plan oral preparation before asking learners to write an exercise
2. Help them organize the material in the right sequence into neat paragraphs.
3. Help them use the right linkers to join sentences so that they do not write disjointed sentences.
4. Depending on the linguistic level of the class, write either the entire composition on the blackboard or write clues which learners may use and write the piece on their own.
5. Themes can be chosen from the text or the core elements prescribed for each class.

Vocabulary

1. As the students at all levels are exposed to the world of knowledge through the media, they get more experience and they should learn more and more words. The break-up for each class is as follows:

Standards	Active Vocabulary	Recognition Vocabulary	Total
VIII	300	400	700
IX	400	400	800
X	500	500	1000
Total			2500

In order to help learners master a vast vocabulary supplementary reading materials are to be provided at the end of each textbook. This part serves as the non-detailed text which is to be examined at the end of the year.

2. Computer has become an indivisible part of modern life. The learning materials should include exercise and activities which could lend themselves to the use computers.

Allocation of Periods

Number of periods available	180
Teaching prose 8 lessons	96
Teaching 8 Poems	24
Testing and evaluation Remedial Work	40
Examinations(2)	20
	180

Note:The lessons can be conveniently distributed into two semesters. This decision can be taken by the textbook writers.

Scheme of Evaluation for semester examination II and III language.

Sl. No.	Areas to be covered	weight %		
		VIII	IX	
Oral Test (Group)				
1	Listening Comprehension			
1.1	Story (unknown)	10	10	
1.2	General (unknown)	10	10	
Oral Test (Pair)				
2	Communication - Conversation (known content)	5	0	
Oral Test (individual)				
3	Reciting a poem	5	0	
4	Reading aloud	5	0	
5	Answering questions (prescribed text)	5	10	
		40	30	

Sl. No.	Areas to be covered	weight %		
		VIII	IX	X
Written test				
1	Reading comprehension I			
1.1	Story (unknown)	10	10	

1.2	General – a short paragraph (unknown)	10	10	
2	Reading comprehension II (unknown) (Sequencing, identifying two stories)	5	10	
3	Reading comprehension III poems	5	0	
4	Copying a given text	5	5	
5	Writing a poem from memory	5	5	
6	Vocabulary	10	15	
7	Usage	10	15	
		60	70	

Class X will have the same scheme as given by the SSLC Board.

Format for the textbooks

Each unit can have three parts.

Part A will have the lesson. Depending on the class, the content coverage may vary. While in lower classes, more pictures and less of text is preferred, in higher classes authentic texts of about 500 words can be given. This can be finalised by the textbook writers.

Part B will have worksheets for language practice to provide opportunities for conversation practice, writing, grammar practice activities - exercises for listening.

Part C will have suggestions for project work/self learning activities. It can also include a sample question paper for the semester examination.

Suggested format of the Readers (for II language classes V to VII)

1. Preface
2. List of skills
3. Contents
4. 8 Units with the following sections in each of them.
 - A - a prose piece on one of the themes suggested
 - about 700 words - authentic text with minor modifications if necessary - comprehension exercise, glossary. (Illustrations need to be suggested)
 - a short poem along with exercises – simple poems that suit the levels of children should be selected.
 - B - Worksheets for language practice to provide opportunities for conversation practice, writing, grammar practice activities - exercises for listening.
 - C - Suggestions for project work/self learning activities.
5. A samples question paper for the semester examinations

Note: Textbook writers can make use of lists of structures and functions, standard vocabulary lists, list of tasks, list of notions for their reference when the Readers are being prepared.

Social Sciences Syllabus

(VIIITH TO XthStandard)

Submitted to

**D S E R T
Government of Karnataka
Bangalore**

Social Sciences Syllabus Forming Committee

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8 Standard

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
Chapter 1 Sources of History	1. Introduction 2. Literature 3. Inscriptions 4. Numismatics 5. Architecture 6. Monuments 7. Legends 8. Oral Sources	- Contemporary events such as change government, development in information sector, business/trade strategies cannot be understood without the help of sources like newspapers, radio, television, magazine. - Similarly to know and understand and the past sources of ancient period are very essential.	- Use of inscriptions, seals, rewards, coins, copper plate rewards. - Introduce the branch of Oral traditions. - Brief write-up an any one of the sources. - Presentation on any of the sources.	- Collection and exhibition of coins, palm leaf rewards, - Photographs etc.
Chapter 2 Geographical Features and Pre- History of India	1. Introduction 2. Geographical features of India 3. Pre- Period a. Old Stone Age b. Micro lithic Age c. Neolithic Age d. Metal Age	- To know-India's defense preparation-Problems of border encroachment. - To understand issues like river water disputes, interlinking of rivers of North and South India - To understand crisis and dangers of shrinking of coastal lands, excessive lifting of and from river beds etc.	- Use of charts and maps for Geographical features. - Use of models of tools, pictures and photograph. - Written test - Drawing the maps of India locating the Prehistoric sites.	- Survey and mapping of one's own area's geography. - Listing of ponds, grazing lands and other physical features of the region. - Drawing the map/ ground plan with directions of one's school/home/street /major buildings etc.
Chapter 3 India's Ancient Civilizations	1. Introduction 2. Indus Civilization 3. Vedic Age – Early Vedic Period a. Polity b. Society 4. Religious Belief	- To understand the present system of urban planning - To understand and analyse various contemporary institutions such as caste system by tracing their original existence as social hierarchies. - To understand how the institutions of monarchy evolved.	- Use of pictures, replicas of bronze figures, seals of Indus valley civilization.	- Visiting a museum to study Indus artifacts. - Group discussion on position of women in comparative made the present with the past.
Chapter 4 World's Ancient Civilizations	1. Introduction 2. Egyptian Civilization 3. Chinese Civilization a. Polity b. Society c. Religious Beliefs d. Literature e. Science	- To understand the present or contemporary revival of several Asian nations/ societies life china, Taiwan, Japan. - To understand, analyse the European domination in economy and international relations.	- Lecture – Demonstration - Use of Globe as well as maps of the world. - Question and Answer session the achievements of these areas in the present with that of the past.	- Discussion on comparative strengths of civilization of Asia, Africa and America. - Through comparison link.

	f. Art and Architecture			
Chapter 5 Greek, Roman and American Civilization	1. Introduction 2. Greek, Roman and American Civilization a. Polity b. Society c. Religious beliefs d. Literature e. Art and Architecture	- To understand the culture and societies of counterparts of Ancient India.	- Projecting the Western documentaries and cinemas. - Explain the details to the students through LCD projector.	- Comparative studies on the Contemporary civilizations.
Chapter 6 North India from 6th C.B.C to 3rd C.B.C.	1. Introduction 2. Birth of New Mathas (Religions) 3. Foreign Invasion- Alexander-Impact of Foreign Invasion	- To understand the origin of the tradition of Assent and Dissent in Indian society which is also the basis on which the democratic system of country functions. - To understand and appreciate the heterodoxical traditions.	- Narration of Buddhist and Jainatales such as jatakas as part of teaching. - Using photograph, plates as teaching tools to explain Gandhara and Mathura images. - Group Discussion.	- Trace Alexander's route across the map of India. - Read Jaina, Buddhist Stories. - Visit a nearby chaitya, Stupa or a vihara.
Chapter 7 Mouryas_ Kushanas	1. Mouryas – policy – Society – Economy – Literature – Art and Architecture 2. Kushanas – policy – Society – Economy – Literature – Art and Architecture	- It helps in understanding the origin of Modern Indian identities such as the wheel on the flag, Ashoka pillar on currency etc. - To know the origin of the present administrative hierarchy. - To know how the age of the Mouryas provide a link to understand practice of politics in contemporary India.	- Trace the genealogy and chronology through flow diagram. - Photographs of Mpuryas monuments. - Use of map to indicate. i. Capital ii. Provinces and their capital iii. Economic centres. iv. Ports / harbours. v. Extent of the empire. - Quiz on centres of art, literature, administrative units and economic system. - Drawing of monuments such as Sanchistupa as home assignment and laterevaluation for 5 to 10 marks.	- Drawing the Sanchi stupa. - Drawing and naming of various components of the Saranath column. - Collection of photograph such as tourist brochure photo cards of the monuments.
Chapter 8 The Gupta and the Vardhanas	1. Introduction 2. The Gupta Age: a. Polity b. Society c. Economy d. Religious Beliefs e. Literature f. Science g. Art and Architecture 3. The Vardhanas:	- To dissect and understand the link between economic prosperity and urbanisation as is happening at present. - To understand the contemporary feature of interdependency between administration and leading business houses. - To get a link to the present feature of large reservoir of	- Discuss the writings of prominent author of the Gupta Period, such as KalidasBhasaetc, either through I a short skit Narrating the stories. - Trace the connections between economic prosperity, increased trade, growth or	- List the contemporary names of several defence and communication satellites connect them with the names of Gupta period. - List of writers and their titles.

	<ul style="list-style-type: none"> a. Polity b. Society c. Economy d. Religious Beliefs e. Literature f. Science g. Art and Architecture 	<p>technical pool, trace its origin to the evaluation of science and technology from the Gupta age.</p>	<p>urbanization greater importance to imperial power etc.</p> <ul style="list-style-type: none"> - Group discussion / presentation with separate but equal marks for write up, presentation, line drawings / Sketches and Photos / pictures 	<ul style="list-style-type: none"> - Locates the areas of Gupta monuments on the map of India - List of important writers and their works. - List the name of scientists and their contributions. - Explore how many of these names, discoveries and inventions are being used at present.
<p>Chapter 9 South India from 3rd C.B.C to 6th A.D</p>	<ul style="list-style-type: none"> 1. Introduction 2. Satavahanas 3. Kadambas 4. Gangas 5. Contributions <ul style="list-style-type: none"> a. Polity b. Society c. Economy d. Religious beliefs e. Literature f. Science g. Art and Architecture 	<ul style="list-style-type: none"> - To understand how linguistic regions of South India emerged. - To understand the origin and evolution of specific regional cultural identities of South India at present. - To be aware as to how inter – dependent linguistic traditions always are. 	<ul style="list-style-type: none"> - A tabulation chart for genealogy - Time line for chronology. - Readings from classics of period / narrating the stories / legends of this period. - Drawing / sketching of Satavahan and Ganga Monuments. - Preparing a list of the architectural centers of Ganga and Kadambas and Satavahanas and locating them on a map. Both of the above mentioned can be evaluated as home assignment / marks based on internal assignment. 	<ul style="list-style-type: none"> - Mind mapping for dynasties Rulers and administrative units. - Attempt to read and translate a few words / sentences of halmidi inscription and other inscription of period.
<p>Chapter 10 The Chalukyas of Badami and the Pallavas of Kanchi</p>	<ul style="list-style-type: none"> 1. Introduction 2. The Chalukyas of Badami, The Pallavas of Kanchi 3. Chalukya Pallava Conflict <ul style="list-style-type: none"> a. Polity b. Society c. Economy d. Religious Beliefs e. Literature f. Art and Architecture 	<ul style="list-style-type: none"> - To understand the significant role played by traders, business associations in governance at present by tracing the evolution of mercantile guilds of the past and their role in administration. - To know the link of continuity in the tradition of establishment of various guilds such as artisan, craftsmen, etc., and their role in the formulation of economic policies. - To understand the evolution of the form of temple in its present formation. 	<ul style="list-style-type: none"> - Use of genealogy chart. - Flow diagrams usage for chronology and genealogy. - Photographs, line drawings usage to explain architectural topics. - Use of map of South India for locating historical places. - Individual Presentation of 2 to 3 minutes of the topics taught such as importance of guilds, trade centers, religious movements etc., and marks awarded accordingly. - Group presentation with topics equally divided between them of 10 to 15 minute duration. Each topic individually assigned 	<ul style="list-style-type: none"> - Field visit to any of the Badami Chalukyas and Pallavas centres of art. - Collection and exhibition of photograph of these monuments with titles, explanatory notes. - Lin drawing of ground plans of Chalukya and Pallava.

			<p>and equal marks assigned for all the topics and marks awarded according to the performance. Ex: topic-Badami caves, topic division.1. Collection of Data. 2. Photographs. 3. Maps of line drawings. 4. Charts preparation. 5. Presentation.</p> <ul style="list-style-type: none"> - All these 5 areas to five student's with equal marks of 5 for each area. But awarding of marks based on Performance. 	
<p>Chapter 11 The Rastrakutas of Manyakheta and the Chalukyas of Kaltan</p>	<ol style="list-style-type: none"> 1. Introduction 2. The Rastrakutas of Manyakheta 3. The Chalukyas of Kalyana 4. Contribution 	<ul style="list-style-type: none"> - To understand the political situation of North India from 11th Century AD onwards by linking it with the political vacuum caused by Rashtrakutas North Campaigns till 10th Century AD. The result of the vacuum was the success of the entry of turko Afghans. - To understand the evolution of engineering technology in India through Rastrakutas structures such as the Kailas at Ellora and Kalyani Chalukyan centres of art. - To explore and understand the close link between <ol style="list-style-type: none"> 1. Political stability 2. Economic prosperity through industrialization and Trade 3. Architectural Tradition based on artisan and artist guilds 	<ul style="list-style-type: none"> - Use of photograph - Maps for location of their provincial administrative units, centres of art - Flow chart for genealogy - Writing test - Listing of Kalyani Chalukyan rulers, monuments with brief explanatory note as evaluation based assignment surrounding one's region - Explore the link or contrast between the architectural trends of the present with that of the past. 	<ul style="list-style-type: none"> - Study tour to architectural centers of Kalyani Chalukyas. - Visiting the Museums. - Attempt to read and translate a few sentences of 'Kavirajamarga' into Modern Kannada - List prominent Chalukyan Period.
<p>Chapter 12 The Cholas of Tanjore and the Hoysalas of Dorasamudra</p>	<ol style="list-style-type: none"> 1. Introduction 2. The Cholas of Tanjore 3. The Hoysalas of Dorasamudra 4. Contributions 	<ul style="list-style-type: none"> - To understand the origin of local self-government tradition through the local self-government system of the Cholas. - To understand the origin and extensive use of the present varieties of irrigation system like Tank, Well, Canal etc through the irrigation system of the Cholas and Hoysala period - To study the evolution of engineering technology through the Chola and Hoysala monument. 	<ul style="list-style-type: none"> - Flow chart for <ol style="list-style-type: none"> a. Genealogy b. Irrigation network c. Architectural Centres - Map for location of capitals Provinces and routes of campaign. - Map of Asia for the Chola South East Asian expansion. - Project work as presentation - Quiz - Written test. 	<ul style="list-style-type: none"> - Visit the nearest Hoysala - Monument and study the details of the structures. - Identify various parts of the monuments and prepare a field report - Make a comparative study between the present panchayat or any other local self-government

				system with that of the Chola local self-governing institutions.
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9th Standard

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
Chapter 1 Christianity and Islam	<ol style="list-style-type: none"> 1. Introduction 2. Christianity – Teaching and Impact 3. Islam 4. Semitical Character. 	<ul style="list-style-type: none"> - Learn about the important teaching of Jesus Christ and Prophet Mohammed. 	<ul style="list-style-type: none"> - Make a chart of basis characteristic of Islam and Christianity. - Show birthplace of prophet Mohommed with help of maps. - Group Discussion. 	<ul style="list-style-type: none"> - Ask them to identify the basic characters of Islam and Christianity. - Make them identify way of maps the birth places of Jesus Christ and Prophet Mohammed.
Chapter 2 Europe in Middle Ages	<ol style="list-style-type: none"> 1. Introduction 2. Feudalism 3. Decline of Feudalism 	<ul style="list-style-type: none"> - Learn about important characteristics of Feudalism in medieval Europe. 	<ul style="list-style-type: none"> - Make a chart indicating the feudal structure in medieval Europe. - Question and Answer sessions can be conducted. 	<ul style="list-style-type: none"> - Make them identify the social hierarchy in medieval European society.
Chapter 3 India from 9th Century AD to 14th Century AD	<ol style="list-style-type: none"> 1. Introduction 2. Rajaputs 3. Mohammad of Ghazni and Ghori 4. The Delhi Sultans <ol style="list-style-type: none"> a. Polity b. Society c. Economy d. Literature e. Art and Architecture 	<ul style="list-style-type: none"> - Learn about the administration of the Sultans of Delhi. - Appreciate the contribution of the Rajputs and their culture 	<ul style="list-style-type: none"> - Give a list of literacy works of Rajputs and that of Delhi Sultanate Period. - With the help of map show the way ruled by Rajputsnad that of the Sultans of Delhi. - Show the invasion route of Mohammed of Ghazni and Ghori. - Through Projects in collection of coins, literary works and picture collections of architectural movement. 	<ul style="list-style-type: none"> - Ask them to list the literary works on the Rajputs. - With the help of a map let them identify the major Rajputs kingdoms and the areas rules by the Sultanate of Delhi. - Identify the invasion routes of Mohammed of Ghazni and Ghori.
Chapter 4 Religious Preachers	<ol style="list-style-type: none"> 1. Introduction 2. Shankaracharya 3. Ramanujacharya 4. Basaveswara 5. Madhwacharya 6. Their Teaching and Impact. 	<ul style="list-style-type: none"> - Will understand the teaching of these religious preachers. - Will appreciate and adopt the important aspects of their teachings 	<ul style="list-style-type: none"> - Teach the main concepts associate with Shankara, Ramanuja, Medhva and Basava. - Seek conceptual answers with regard to the saint 	<ul style="list-style-type: none"> - Make them indentify the basic concept in the teaching of Shankara, Ramanuja, Madhva and Basaveswara
Chapter 5 The Vijayanagara and The Bahamani Polity	<ol style="list-style-type: none"> 1. Introduction 2. Vijayanagara 3. Bahamani <ol style="list-style-type: none"> a. Polity b. Society c. Economy d. Religion e. Literature f. Art and 	<ul style="list-style-type: none"> - Will understand the contribution of Vijayanagara and Bahamani Empires to art, architecture and literature. 	<ul style="list-style-type: none"> - With the help of chart indicate the various dynasties of Vijayanagara Empire and that of Bahamani Kingdom. - Give a list of literary works of Vijayanagara period. - With the help of maps show the areas ruled by 	<ul style="list-style-type: none"> - Make them identify the various dynasties of Vijayanagara Empire and under the Bahamani kingdom. - Make them list the literary works of the period - Let them collect various

	Architecture		Vijayanagara and Bahamani kings. - Display charts bearing Vijayanagaractions and Architectural monuments of the period. - Asses: - Through projects, assignments, collection of coins, literary works and architectural monuments.	pictures related to architecture of the period.
Chapter 6 The Mughals and The Marathas	1. Introduction 2. The Mughals 3. The Marathas a. Polity b. Society c. Economy d. Religion e. Literature f. Art and Architecture	- Will learn about religious to lerance practiced by Akbar. - Will learn about the achievements of Shivaji.	- List the achievements under various ruled by various rulers among the Mughals and the Maratha. - Give a list literary works of architectural monuments of the period Asses: - Through project, assignment, collection of coins, literary works and architectural monuments- Quiz.	- Make them list the achievements under various rulers of the Mugals and Marathas.
Chapter 7 Bhakti Cult	1. Introduction 2. Ramananda 3. Kabir 4. Chaitanya 5. Gurananak 6. Meera Bai 7. Sufi Saints - Teaching and Impact	- Will understand and appreciate the values taught by the Bhakti saints.	- Give the list of works composed by these saints. - Give the list of features taught by these saints - Show with the help of maps the places with which the saints were associates with. - Make them list the common theme of their teachings.	- Let them identify with the help of a map the places with which the saints are associates with. - Make them list the respective works composed by these saints.
Chapter 8 Modern Europe	1. Introduction 2. Renaissance 3. Geographical exploration 4. Reformation 5. Industrial Revolution	- Will learn and appreciate the values of Renaissance. - Will understand the impact of the geographical discoveries. - Will learn the impact reformation movement in Europe. - Will appreciate the development in science technology, art and literature.	- With a map show the places associated with geographical discoveries with renaissance. - Show the works of various artists, painting and architechture of the period. - List the invention of the industrial revolution. - Quiz - Project assignments on collection of paintings, monuments.	- With the help of a map let them identify the places associated with Renaissance, Reformation, Geographical Discoveries and Industrial Revolution. - Let them list the geographical discoveries with the names and places of discovery - Make them list prominentevents of reformation - Let them list the important invention of the industrial period.
Chapter 9 Revolution and The Rise of Nation States	1. Introduction 2. The American War of Independence 3. The French Revolution- Ideas and Philosophers	- Will learn and appreciate the French Revolution like Liberty Equality and Fraternity.	- Indicate the dates of the revolution. - Ideas of the revolution. - Philosophy behind the revolution. - List the philosophers of	- Make them list the prominent people and places associate with the American and French Revolution. - Let them list the

	4. Unification Movements a. Italy b. Germany		the Revolutions. - Discuss the achievements of Bismark. - Conduct group discussion on the important and changes brought about by revolution Unification Movements.	philosophers of the French Revolution with their works.
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10 Standard

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
Chapter 1 Advent of Europeans	1. Introduction 2. The Portuguese 3. The Dutch 4. The English 5. The French 6. Battles and Expansion	- Socio-economic factors which led to the advent of Europeans. - Circumstances which led to the discovery of sea route to India and its effects. - Entry of Portuguese, Dutch, English and French to India and establishment of economic centres. - Political condition in India during the advent of Europeans. - Political conflicts between European traders and native chiefs.	- Mark the trading centres establishment by the Europeans on the outline map. - Make a list of important articles which were being imported and exported by Europeans. - Discuss the impact of missionary activities which was being carried by Europeans.	- Mark trading centres established by the European trader on outline map. - Collect information on the monuments and trading centres established by the Europeans.
Chapter 2 Kannada Speaking Regions during Colonial Rule	1. Introduction 2. Mysore 3. Kodagu (Coorg) 4. Hyderabad Karnataka 5. Madras Karnataka 6. Mumbai Karnataka - Colonialism and Resistance - Administration and Reforms	- Political battles among European trading power. - British political domination. - Administrative changes introduced by the British. - To know the Circumstances which led to political fragmentation of Kannada speaking regions. - Early Anti-British struggles in Karnataka.	- Mark the Kannada speaking areas during colonial rule on outline map. - Make a list of early leaders who oppose colonial rule - Discuss the reforms introducing by British in India.	- Collect picture of European Sailors and officials who visited India. - Mark places where the British wages wars against Hyder and Tipu in outline map. - Collect picture and information about early Indian rulers who fought against British rule.
Chapter 3 Folk History	1. Introduction 2. Importance of Oral History 3. Nature and Characteristics	- To understand the Meaning importance and various forms of Folk History. - Possibilities and	- Know the folk stories, folk songs available for the reconstruction of History of	- Collect folk songs which became popular during Anti-British uprising

	of Janapada Kavyas (Folk Poems)	<ul style="list-style-type: none"> - limitation in writing folk history - Folk tales, folk songs and other forms of folk literature. 	<p>Karnataka.</p> <ul style="list-style-type: none"> - Taking same example of folk literature to show how they help in the reconstruction of History. 	<ul style="list-style-type: none"> - Collecting folk songs available near by villages.
Chapter 4 The Foundation of British Rule and Consequences	<ol style="list-style-type: none"> 1. Introduction 2. Strategies and Battles 3. Mercantile Capitalism 4. Industrial Capitalism 5. Society 6. Constitutional Development 	<ul style="list-style-type: none"> - To understand the policies pursued by the British. - Battles between British the Native chiefs and its effects. - Economics policies adapted by the British and its impact - Flow of British capital and its effects. - Social impact of colonial rule and constitutional change. 	<ul style="list-style-type: none"> - Using a map to discuss the battles between local Chief and European powers. - Discuss the positive and negative effects of English trade and flow of British capital into India - Mark a list of constitutional changes introduced by the British in India. 	<ul style="list-style-type: none"> - Collect more information on early leaders who fought against British rule. - Collect more information on British policy toward Indian social system.
Chapter 5 Social and Religious Reforms	<ol style="list-style-type: none"> 1. Introduction 2. Brahma Samaj 3. Arya Samaj 4. Prathana Samaj 5. Sathya Shodhak Samaj 6. Aligarh Movement 7. Theosophical Society 	<ul style="list-style-type: none"> - To know the impact of western education on Indian society - Life and works of important Socio-Religious reformers - Role of institution in society - How social reforms promoted political unity. 	<ul style="list-style-type: none"> - Ask questions relating to important social reforms and the organisation that had established. - Mark important centres of socio-religious reforms movement on the outline map. - Explain the importance given by the social reformers to promote education. 	<ul style="list-style-type: none"> - Mark a list of socio-religious reformers and collect information on the institutions which they had established. - Mark a list of Reform activities carried out by Arya Samaj and Brahma Samaj.
Chapter 6 First War of Independence	<ol style="list-style-type: none"> 1. Introduction 2. Causes <ol style="list-style-type: none"> a. Political b. Economic c. Administrative d. Military e. Spread of War 3. Cases and Failure 4. Effects 	<ul style="list-style-type: none"> - To know about the character of first War of independence. - Understand the political causes which led to the First War of Independence. - To know about important places connected to the First War of independence. - Understand the causes for the failure of First War of Independence. 	<ul style="list-style-type: none"> - Locate important places connected with 1857 movement on an outline map. - Mark a list of important leader associated with movement. - Make a discussion on character significant events and impact of the 1857 movement. 	<ul style="list-style-type: none"> - Mark places related to the First War of independence in a map. - Collect picture of leaders who had participated in First War of independence. - Make a list of various stages of the movement.
Chapter 7 Impact of British Rule in India	<ol style="list-style-type: none"> 1. Introduction 2. Uniform System of Administrative Impact 3. Economic Impact 4. Land Revenue 	<ul style="list-style-type: none"> - To know about the positive and negative impact of British Rule. - How India became politically united as a result of British rule. - Understand the process 	<ul style="list-style-type: none"> - Ask questions relating to educational institutions, industries, newspaper and Railway lines 	<ul style="list-style-type: none"> - Collect more information on Lord Macaulay's role in introducing Educational Reforms in

	<p>System</p> <ol style="list-style-type: none"> 5. Industry 6. Education 7. Transport and Communication 8. Journalism 9. Social life 	<p>of Economic drain during British rule.</p> <ul style="list-style-type: none"> - Educational reforms introduced by the British and its effects. 	<p>established by the British.</p> <ul style="list-style-type: none"> - Discuss the impact of British rule like famine, drought, epidemics and economic drain. - Make a list of reforms introduced by the British. 	<p>India.</p> <ul style="list-style-type: none"> - Know more about land revenue reforms introduced by British. - Make a list of Educational institutions and industries established by the British in India.
Chapter 8 Freedom Movement	<ol style="list-style-type: none"> 1. Introduction 2. India National Congress <ol style="list-style-type: none"> a. Moderates b. Extremists 3. Revolutionaries 4. 	<ul style="list-style-type: none"> - To know Character and goals of Freedom movements and its different stages - Role of Congress in various Freedom Movement. - Role of Revolutionaries, students, peasants, labourers and tribals in Freedom struggle. - Role of important national leaders in freedom struggle. 	<ul style="list-style-type: none"> - Make a list of important stages of Congress movement. - Ask questions relating to moderate, extremist, and revolutionary leaders. - Make a list of important movements led by Gandhiji. - To know how the national movements made impact stable and democratic India. - To study the contribution of Nehru, political agitations of Subhashchandra Bose and Social concerns of Dr. B.R Ambedkar. 	<ul style="list-style-type: none"> - Make a list of moderate and extremist Congress leaders. - Make a list of movements started by Gandhiji. - Collect pictures of leaders who participated in the national movement. - Collect iterative and pictures of revolutionaries of both early and later periods of India freedom movement.
Chapter 9 Partition and India After Independence	<ol style="list-style-type: none"> 1. Introduction 2. Effects of Partition – Refugee Problem 3. Formation of Government 4. Military and Police Action- Liberation of Pondicherry and Goa 5. Constitution and India Republic. 6. Reorganization of Linguistic States. 	<ul style="list-style-type: none"> - To understand the dimension of Partition of India and Jinnah - Challenges of Independent India - Partition and its effects - Formation of linguistic states. - Electoral politics achievement of Prime Ministers. 	<ul style="list-style-type: none"> - Use of map - Use of popular music, literature - Make a list of important challenges faced by India after Independence. - Discuss impact of partition of India - Discuss the effect of States reorganisation commission. - Make a chart showing the prime Ministers of Independent India. 	<ul style="list-style-type: none"> - Watching movies such as Richard Atonborou’s Gandhi, Satya; Garam - Hawa and so on. - List names of important national leaders. - To promote stories, films and other medias depicting the issues relating to partition of India. - Make the new

				linguistic states in the outline map' - Preparation of the list of Prime Minister of India.
Chapter 10 Political Dimension of 20th Century	<ol style="list-style-type: none"> 1. Introduction 2. Russian Revolution 3. Ist world War 4. Rise of Dictators 5. IInd World War 6. Cold War 7. Chinese Revolution 8. Rise of U.S.A 	<ul style="list-style-type: none"> - To know how the wars revolutions, movements made impact on India. - India's policy towards Neigh-bouring countries. - Steps taken by India to achieve a honorable and Strategic position among the modern nations 	<ul style="list-style-type: none"> - Discuss the cause and effects of the First World War. - Ask questions relating to the rise of dictatorship and its impact on Europe. - Discuss the causes and effects of the IInd World War. - Ask questions relating to meaning, character and effects of Cold War - Explain the significance of Chinese Revolution. 	<ul style="list-style-type: none"> - Know more about the leaders associates with Russian and Chinese revolutions. - Make a list of causes and results of First World War. - Collect information on the policies and progammes of Hitler and Mussoloni. - Collect more information on the functions of United Nations.

Syllabus Forming Committee

Civics & Political Science

P.A Kumar

Head Master

Vijay High School, Bengaluru

- Chairman

Dr. K.M Kumar

Department of Political Science

First Grade Government College

Nyamati, Davanagere District

- Member

8 Standard

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
Chapter 1 Importance of the Study of Political Science	1. Meaning 2. Importance	- To Understand the importance of the Study of Political Science	- Explain the importance of Political Science taking the examples from History - Ask Questions about the Meaning and importance of Political Science	- To conduct debate on the Topic: The importance of the study of Political Science.
Chapter 2 Citizen and Citizenship	1. Citizen – Meaning 2. Citizenship 3. Difference between Citizen and Alien 4. Ways of Acquiring Citizenship 5. Loss of Citizenship 6. Benefits of Citizenship 7. Citizen and the Government	- To understand the meaning of the words, citizen and citizenship. - To know the methods of acquiring citizenship. - To understand his role as a citizen and his duties.	- To elicit the difference between a citizen and alien. - To explain the method of acquiring and losing the citizenship through examples. - To ask questions about the method of acquiring citizenship by an Indian who marries a foreigner or a foreigner who marries an Indian.	- To list out the rights employed by a citizen and Alien. - To discuss the situations of losing or termination of citizenship.
Chapter 3 Democracy	1. Meaning and Definition 2. Difference between Democracy Dictatorship and Monarchy 3. Types of Democracy 4. Characteristic of Democracy 5. Universal Adult Franchise 6. Election process 7. Party System 8. Public Opinion 9. Freedom of Press and Electronic Media – Influence	- To understand the need and role of the party system. - To understand the importance of public opinion. - To encourage the students to write a note about the characteristic, principles and defects of Democracy.	- To explain the importance of elections and election process through examples. - The influence of public opinion, Freedom of Press and media in the democratic setup to be discussed and questioned.	- To conduct mock election in the classroom.
Chapter 4 Local Self Government	1. Panchayat Raj System- development 2. Grama sabha-Grama Panchayat 3. Taluk Panchayat 4. Zilla Panchayat 5. Town Municipalities 6. City Corporation 7. Bruhat Mahanagarapalike 8. Composotin, Power and Functions, Sources of Income and Expenditure	- To understand the basic, - To understand and appreciates the role of local self-government in the administrative setup of India. - To understand the function and the Jurisdiction of local self-government.	- To introduce, explain and question about the local self-government by taking the examples of the local bodies where the child is residing. - To explain and also question about the composition, power, function and sources of income and expenditure.	- To invite a member of the local self-government to school and arrange a talk. - To list out the problems of local bodies. - To list the role of each and every student in maintaining the cleanliness and sanitation of their locality.

9 Standard

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
Chapter 1 Constitution of India	<ol style="list-style-type: none"> 1. Forming of Assembly 2. Framing of the Constitution 3. Preamble 4. Feature of the Constitution 5. Fundamental Rights (PIL & RTI) and Duties 6. Directive Principles 	<ul style="list-style-type: none"> - To know about constitution Assembly - To understand the difference between Directive Principles and Fundamental Rights. - To appreciate the features of our Constitution. 	<ul style="list-style-type: none"> - To narrate the formation of the Constitution assembly. - To provide details about the drafting of the constitution. - To explain the difference between fundamental rights and Directive Principles. - To elicit the fundamental duties with the help of pictorial chart. 	<ul style="list-style-type: none"> - To list out the feature of the Indian Constitution. - To prepare the list of fundamental rights - To help the students to list out the directive principle. - To hang out the list of fundamental duties in the class room.
Chapter 2 Union Government	<ol style="list-style-type: none"> 1. Meaning-Organs 2. Legislative-Parliament 3. Executive-President-council of Ministers 4. Judiciary <ol style="list-style-type: none"> a. Supreme Court b. High Court 5. Composition, Power and Functions 	<ul style="list-style-type: none"> - To understand and formation and functions of the union government in safe guarding the unity and integrity of India. - To understand the formation and functions of our judicial system. 	<ul style="list-style-type: none"> - To explain the composition and powers of the different organs of central government. - To narrate the relationship between the three organs of the government. - To explain the election procedure, position and powers of the president. - To explain the formation, importance functions of Judiciary with example. - To ask the students to list out the difference between the different organs of the central government. - To ask the students to write about the power and position of the president of India. 	<ul style="list-style-type: none"> - To display the picture of the parliament house in the class room. - To organize a mock cabinet meeting with some topic of discussion. - To list out the names of the persons who occupied the office of the president of India and the tenure.
Chapter 3 State Government	<ol style="list-style-type: none"> 1. State Legislature 2. State Executive-Governor Council of Ministers 3. Subordinate Courts <ol style="list-style-type: none"> a. District Courts b. Magistrate Courts c. Revenue Courts d. Lok Adalats-Nyaya Panchayat e. Composition, Power and Functions 	<ul style="list-style-type: none"> - To understand the formation function and the role of governments. - To understand the importance of subordinates courts in the democratic system. 	<ul style="list-style-type: none"> - To explain the composition of state legislature, executive and Judiciary through example. - To narrate the difference in the function of the three organs. - To explain the composition function and the jurisdiction of Subordinates Courts. 	<ul style="list-style-type: none"> - List out the powers of the state and central government. - List out the names of the Governors of Karnataka. - To organise the mock court proceeding to help the students to understand the function and proceedings of the courts. - List out the importance of deference forces. - Suggest and list out the importance of ausculiang forces

Chapter 4 Defence	1. Need for Defence forces 2. Organization of Defence forces (Structure) a. Army b. Navy c. Air force 3. Chiefs-Training Centres-Defence Production 4. Second line of Defence (Auxiliary Forces) a. Border Security Force b. Home Guards c. Coastal Guards d. Civil Defence e. NCC – wings f. Red Cross – composition and functions.	<ul style="list-style-type: none"> - To know the importance of defence to a country. - To familiarize the function of the three division of defence force. - To introduce the second line of defence (Auxiliary force) and their services. - To analyse the spirit of protecting the nation. - To develop the spirit of protecting the nation. 	<ul style="list-style-type: none"> - Explain the need for defence to a country through examples. - Briefing the composition and functions of the different wings of the defence force through the examples of weaponry and uniforms. - Explain the auxiliary force and their functions through pictures. - To explain the importance of auxiliary forces like NCC or any other units, functioning the school through examples. 	<ul style="list-style-type: none"> - To organise the mock parade of the defence forces with the help of the students wearing the different types of defence uniforms. - To create a mock battle area. - List out the benefits of NCC or the auxiliary forces.
Chapter 5 National Integration	1. State Legislature 2. Meaning 3. Unity in Diversity 4. Factors Promoting National Integrated 5. Problems Hindering National Integration	<ul style="list-style-type: none"> - To know the importance of the National Integration. - To appreciate the Principles of unity in Diversity of our Country. - To develop the spirit of condemning and opposing the factors hindering National Integration. 	<ul style="list-style-type: none"> - Explain the meaning of National integrate through examples. - Discuss the factors contributing to the promotion of National integration and also the obstacles to it. - To explain the factors contributing to achieve unity in diversity through examples. - To suggest the students to list out the essential factors to promote National integration. 	<ul style="list-style-type: none"> - To enact a play or a fusion item with the students wearing different types of customs of India to bring about the idea of National Integration.

10 Standard

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
Chapter 1 Problems of India and Remedies	1. Communalism 2. Regionalism 3. Illiteracy 4. Corruption 5. Status of women 6. Economic Inequality 7. Over Population 8. Poverty 9. Profiteering 10. Smuggling	<ul style="list-style-type: none"> - To understand the post independent problems of India and the measures to overcome those problems. - To understand their role and responsibilities in solving such problems. 	<ul style="list-style-type: none"> - Elicit and explain the social and economic problems are a hindrance to the social and economic backwardness of India. - To list out the role of the students in solving such problems 	<ul style="list-style-type: none"> - Prepare the pictorial charts of social and economic problems of India. - Organise debate to discuss the factors which contribute to the progress of the country.

Chapter 2 India's Foreign Policy	<ol style="list-style-type: none"> 1. Foreign Policy – Meaning 2. Panchasheel-Principles 3. Non-Alignment 4. Opposition to Colonialism 5. Opposition to Racism 6. Disarmament 7. Regional co-operative Institution <ol style="list-style-type: none"> a. Common Wealth b. SAARC c. European Union d. ASEAN e. Africa Union 	<ul style="list-style-type: none"> - To understand the Principles of Indian foreign Policy - To understand as to how India's foreign policy is contributing to establish world peace. 	<ul style="list-style-type: none"> - Explain the foreign policy of India with examples. - Explain the Principles of Panchasheel. 	<ul style="list-style-type: none"> - To list the Principles of Panchasheel.
Chapter 3 India's Relationship with Other Countries	<ol style="list-style-type: none"> 1. India – Pakistan 2. India – China 3. India – Nepal 4. India – Bangladesh 5. India – Srilanka 6. India – U.S.A 7. India – Russia 	<ul style="list-style-type: none"> - To know about and to feel proud of India's policy of setting disputes with neighboring countries in a peaceful manner and following the policy of peaceful co-existence. 	<ul style="list-style-type: none"> - Narrate India's relationship with other countries taking the reference of news item from Newspaper, Periodicals and also Pictures. - Form questions and elicit answers. 	<ul style="list-style-type: none"> - To collect the information about India's relationship with other countries and to exhibit it on bulletin board. - Arrange lectures on the topic by experts.
Chapter 4 World Problems and India's Role	<ol style="list-style-type: none"> 1. Denial of Human Rights 2. Race of Armaments 3. Economic Inequality 4. Racism (Apartheid) 5. Terrorism 6. India's Role in Overcoming these Problems 	<ul style="list-style-type: none"> - To understand as to how the present problems are obstacles to the peace, progress and development of the world. 	<ul style="list-style-type: none"> - Explain the world problems i.e. denial of Human Rights, Race of Armaments, Economic Inequality and social discrimination through examples. - Narrate the role of India in overcoming these problems. 	<ul style="list-style-type: none"> - Collect information about the present problems facing the world. - Discuss the role of India in solving these problems.
Chapter 5 World Organization and Regional Organization	<ol style="list-style-type: none"> 1. U.N – Establishment 2. Aims and Objectives 3. Organs – Functions 4. Achievements 5. Agencies of U.N. <ol style="list-style-type: none"> a. FAO b. WHO c. UNESCO d. UNICEF e. IMF f. IBRD g. ILO h. UNCTAD i. WTO 	<ul style="list-style-type: none"> - To understand the factors that led to the establishment of U.N. and its objective. - To know the achievements and failures of U.N. - To know and appreciate the function and achievement of the agencies of U.N in the social and economic Progress of the World. - To understand the 	<ul style="list-style-type: none"> - Explain the effects of the Second World War and in the light of that explain the establishment, objective and achievements of U.N - Questions may be asked on these subunits. - Narrate the organs, agencies of U.N. and their functions through the charts. - Name of the regional co-operative bodies of the world and 	<ul style="list-style-type: none"> - Prepare a chart of the building, flag, organs and functions of U.N. and exhibit it on the bulletin board. - Arrange debate on the achievement and failures of U.N - Arrange a lecture on the functions and achievements of regional bodies by inviting experts.

	<ul style="list-style-type: none"> - Composition, Objectives, Member, Head Quarters and achievement of the agencies of U.N. 6. Regional Co-operation <ul style="list-style-type: none"> a. Common Wealth b. SAARC c. European Union d. ASEAN e. OAU 	<p>Role of the regional organisation to the economic and social progress of the world.</p>	<p>explain their objectives and functions.</p> <ul style="list-style-type: none"> - Question may be framed and asked. 	
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Syllabus Forming Committee Geography

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8 Standard

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
Chapter 1 Earth Living Planet	1. Earth: Size, Area, Distribution of Land and Water Bodies 2. Earth's Interior and Composition	<ul style="list-style-type: none"> - Know the size position, ratio of land and water bodies. - Understand the earth's structure and composition. 	<ul style="list-style-type: none"> - Explain the size, position distribution of land and water by using maps. - Explain the structure and composition of the earth with the help of diagram and chart. 	<ul style="list-style-type: none"> - Draw diagram to show equatorial and polar diameter of the earth. - Prepare a model to show the interior profile of the earth.
Chapter 2 Lithosphere	1. Meaning and importance 2. Rocks: formation and types 3. Internal Forces: Volcanoes, Earthquakes. 4. External Force: Weathering- Meaning and Types Denudation: Agents of Gradation River, Glacier, Underground Water, Wind and Sea Waves.	<ul style="list-style-type: none"> - Understand the meaning and importance of lithosphere. - Describe the volcanoes and earthquakes by using charts and models. - Understands the weathering and denudation agents which produce various land forms on the earth. 	<ul style="list-style-type: none"> - Describe the different types of rocks with example. - Highlight the uses - Explain weathering, denudation agents which forms different land forms by using models and diagrams. 	<ul style="list-style-type: none"> - Collect sample of rocks. Collect pictures and photography of rocks. - Explain how earthquakes and volcanoes occur. - Draw diagram and model to show landforms produced by volcanic activity. - Prepare the models to show various land forms using thermocol and clay.
Chapter 3 Atmosphere	1. Meaning and importance 2. Structure and Composition of the Atmosphere 3. Elements of Atmosphere: Temperature, Pressure, Wind, Humidity, Clouds and Rainfall 4. Temperature: Horizontal and Vertical distribution of Temperature, Temperature Zones, Factors Influencing Temperature. 5. Pressure: Horizontal and Vertical distribution of Pressure, Major Pressure belts of the Globe. 6. Winds: Types and Importance 7. Humidity: types- Absolute and	<ul style="list-style-type: none"> - Understand why atmosphere is important for living beings. - Know the structure and element of atmosphere. - Understand the basic element of atmosphere. - Know the distribution of temperature and factors influence on it. - Understand atmosphere pressure and its distribution. - Understand the types of winds, their importance. - Know the types of humidity and its importance. - Know the types and features of clouds. - Know the occurrence of rainfall and its distribution. - Understand the weather and climate. 	<ul style="list-style-type: none"> - Explain the meaning and important of Atmosphere. - Describe the layers, composition and their significance. - Explain the different atmospheric element and their influence on weather and climate. - Explain horizontal and vertical distribution of temperature, factors affecting temperature(with the help of isotherm) - Distinguish between the horizontal and vertical distribution of temperature. - Explain the distribution of atmosphere pressure and pressure belts with diagram - Ask how the temperature and pressure related. - Explain the meaning formation, types of condensation and precipitations. 	<ul style="list-style-type: none"> - Prepare a diagram to show the layers of the atmosphere. - List out the important gases in the atmosphere - Draw diagrams of meteorological instruments.(Thermometers, rain gauge, Barometer etc.) - Collect temperature and rainfall detail of your area locality. - Prepare a map of Isotherms. Record the temperature variation of your locality. - Draw diagram of pressure belts. - Prepare suitable models to show the pressure variation. - Draw diagram of wind vane and Anemometer. - Draw diagram to show major types of planetary winds. - Observe the

	<p>Relative Humidity</p> <p>8. Clouds: Types and Features</p> <p>9. Rainfall: types and Distribution</p> <p>10. Weather and Climate: Factors affecting the Climate of a Place.</p>		<ul style="list-style-type: none"> - Discuss about the formation, classification and features of clouds. - Ask about the clouds formation. - Explain how rainfall occurs, types and distribution. - Explain the meaning, factors affecting the climate of a place. - Ask to distinguish between weather and climate features. 	<p>variation of clouds in the atmosphere.</p> <ul style="list-style-type: none"> - Draw diagram of rain gauge. - Observe the variation of weather conditions in your locality.
Chapter 4 Hydrosphere	<p>1. Distribution of Water Bodies: Meaning of Oceans, Sea, Gulf, Bay, Strait, Isthmus etc.</p> <p>2. Topography of the Ocean Floor</p> <p>3. Temperature and Salinity of the Ocean Water Distribution</p> <p>4. Ocean Currents: Pacific Ocean, Atlantic ocean and Indian Ocean currents</p> <p>5. Conservation of Oceans.</p>	<ul style="list-style-type: none"> - Know the source of water bodies on the earth, types and importance. - Understand the relief feature of the ocean floor. - Know the distribution of temperature and salinity of the ocean water and its importance - Know the cause, types and uses of tides. - Understand the conservation of ocean water 	<ul style="list-style-type: none"> - Explain the distribution of water bodies and brief note on types and importance with the help of maps and charts. - Explain the topography of the ocean floor with their types, extent and features. - Explain the distribution of temperature and salinity of the ocean water with the help of map. - Explain the causes of ocean currents, factors affecting the ocean currents and types with the help of map. - Explain the occurrence, types, importance and effects of tides with the help of charts. - Highlight the features of Neap and Spring tides. - Create awareness about the importance and conservation of ocean water. - Discuss the measures to be taken to conserve the ocean to save marine organisms. 	<ul style="list-style-type: none"> - Prepare a diagram to show the relief feature of the ocean floor. - Visit a sea to observe the topography of sea or ocean. - Visit a sea coast to observe the water and tidal forces. - Draw diagram of tides - Visit the nearest beach, sea coast, port or harbor to study the pollution of sea water.
Chapter 5 Biosphere	<p>1. Meaning and Importance</p> <p>2. Ecology: ecological Balance and Imbalance</p> <p>3. Environment: environmental Pollution: Air, Water, Noise(sound), Land/Soil</p> <p>4. Global Warming-</p>	<ul style="list-style-type: none"> - Understand the meaning and importance of biosphere. - Understand the difference between ecological balance and imbalance. - Understand the causes and effects of environmental pollution and find the measures to control pollution. 	<ul style="list-style-type: none"> - Describe the inter relationship between lithosphere, atmosphere and hydrosphere with biosphere. - Highlight the imbalance of ecosystem and its effect on living beings. - Explain the difference between ecological balance and imbalance and find ways to 	<ul style="list-style-type: none"> - Visit to nearby pond, tank or rivers water toxic se-wage water is being added to them. Observe the imbalance of water. - Observe various kinds pollution and propose preventive measures. - Arrange group

	<p>Green House Effects, Ozone Depletion, Acid Rain</p> <p>5. Bio-Diversity: Meaning and Conservation</p> <p>6. "Save Earth", "Save Mother Planet"- Programmes</p>	<ul style="list-style-type: none"> - Understand the causes and effects of global warming, green house effects, Ozone depletion/hole etc. - Understand the meaning and significance of bio-diversity. - Understand the need for saving mother planet - Study various programme like 'Earth Hour' Earth Hour, Earth Day etc. 	<p>maintain balance.</p> <ul style="list-style-type: none"> - Discuss the various causes and effects of environmental pollution and find the measures to prevent it. - Mention the feature of pollution and its effects on living organism. - Discuss about global warming greenhouse effects etc., their causes and effects: Find the suitable remedies and measure of prevention. - Explain the meaning types and conservation of biodiversity. - Discuss the ways to protect environment, climate, animals, planets etc. - Discuss and describe the latest programmes forwarded by many countries to save our living planet and proposal to preserve something to be next generation 	<p>discussion on causes and effects of pollution in local areas.</p> <ul style="list-style-type: none"> - Collect photos, picture and articles on Global Warming. - Visit wild life sanctuary or national park to study conservation biodiversity. - List out the programmes to save planet. - List out the remedies to save Earth. - Arrange group discussion on 'Save Earth' and 'Save Planet' programmes.
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Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
Chapter 1 Karnataka – Our State	<p>1. Karnataka: location, Extent and Physical setting with Neighboring State.</p> <p>2. Physiographic Division – Case Study – Malnad regions of Karnataka</p> <p>3. Climate soils, Natural Vegetation and Animal Wealth</p> <p>4. Water Resource: Rivers, Tanks- Irrigation: Types Hydro-electricity: Important Hydel Power Stations, Sharing of River Water: Water</p>	<ul style="list-style-type: none"> - Know the size position. - Understand the location extend, physical setting with neighboring state of Karnataka. - Understand Physiographic division. - Take up special study on Malnad region. - Know the climate, soils, natural vegetation, animal wealth and its related features - Understand water resource like tanks and rivers, types of irrigation, Hydro-electricity water disputes (cauvery, Krishna) need for water conservation. - Know the land resources, 	<ul style="list-style-type: none"> - Explain the position of Karnataka in India, latitudinal and longitudinal extension size area with neighboring states, with the help of map. - Ask to identify the physiographic division on the map. - Explain the types of climate, soils natural vegetation and animal wealth using map and climate,- Highlight the types of climate, soil natural vegetation etc. with relation to animal wealth. - Explain the water resource, Irrigation, types-Hydro-electricity-River water sharing, disputes and water 	<ul style="list-style-type: none"> - Draw the map of Karnataka and mark the Latitudes and Longitudes and districts. - Draw the map to show physiographic division and prepare a model to show physical features. - Draw the map to show climate, soil, natural vegetation and WLS/NP - Visit any national park stations and write essay on it. - Visit, dams, power stations and write essay on it. Collect articles about water

	<p>disputes (Cauvery, Krishna etc.), Need for Water Conservation</p> <p>5. Land Resources: Land Use, Agriculture: Importance, Types, Major Crops: Rice, Jowar, Ragi, Sugarcane, Cotton, Tobacco, Coffee</p> <p>6. Mineral Resources: Availability and Distribution of Major and Miner Minerals: Iron Ore, Manganese Ore, Bauxite, Gold</p> <p>7. Transportation: Major Roadways, Railways, Water ways and Airways.</p> <p>8. Major Industries and Industrial Belts: Iron and Steel, Cotton, Sugar, Paper, Cement Case study- Bengaluru IT hub of India.</p> <p>9. Important Tourist Centres: Natural and Cultural Places with National and International Importance- Hills, Waterfalls, Forest, Historic Places etc.</p> <p>10. Population: Growth, Distribution, Density, Literacy, Migration- Its role in changing the face of Karnataka</p>	<p>type and major crops- Rice, Jowar, etc.</p> <ul style="list-style-type: none"> - Understand the minerals resource, their availability, distribution importance etc. and production of iron ore, manganese, aluminum and gold - Understand the importance of transportation and about road ways, railways, water ways, and Airways. - Understand the major industries and industrial belts – Iron and Steel, Cotton, Sugar, Paper, Cement – Understand the feature of Bengaluru. - Know the important tourist centers - like natural, cultural with national and international importance Hills, waterfalls, forest, Historical places. - Know the total population, its growth and distribution, density, literacy, migration and its role. 	<p>conservation.</p> <ul style="list-style-type: none"> - Explain the land resource- types of farming, Imp food, commercial and beverage crops with the help of map. - Discuss the major minerals, their importance, distribution, production with the help of map. - Ask the importance of minerals and highlight how it influence on industry. - Describe the mode of transportation, its importance and influence with the help of transportation map. - Describe the major industries, its location distribution, production with the help of map. - Highlight the importance of industry in the development of state. - Explain the tourist places, role of tourism in changing the face of Karnataka, with the help of map. - Discuss the importance tourist places, with the importance and benefits. - Explain the population and its influence on the human resources development. - Discuss the growth of population and its effects. 	<p>disputes. Collect picture and photograph on water conservation.</p> <ul style="list-style-type: none"> - Visit the farm land to know the cultivation of different crops in different seasons. - Visit any mines and collect the details. - Draw the map to show different types of transportation. - Mark the industrial areas factors required for industry - On the outline map of Karnataka show the important tourist centres. - Visit and prepare a map or a chart of historical and geographical places of Karnataka. - Prepare a graph to show the growth population density, literacy etc.
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10 Standard

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
Chapter 1 India – Our Mother Land	<p>1. India: Location and its Environs, India in the World</p> <p>2. Physiographic Division of India</p> <p>3. Climatic Seasons: Indian Monsoon and</p>	<ul style="list-style-type: none"> - Understand the location extent and neighboring of India. - Know the physical divisions, their feature and importance. - Understand the climate 	<ul style="list-style-type: none"> - Explain the location in the world and its environs, frontiers with the help of map.- Highlight the latitudinal and longitudinal extent, its neighboring and 	<ul style="list-style-type: none"> - Draw the outline map of India mark and names the state boundaries, states and capitals. - Draw the map of India and represent

	<p>its features</p> <p>4. Soil Resources: meaning, Types, Distribution – Soil Erosion and Conservation.</p> <p>5. Forests: Types, Importance – Important WLS/National Parks Biosphere Reserves – Need for Conservation of Forests.</p> <p>6. Water Resources: Major Rivers, Importance of Irrigation, major dams. Water Scarcity, Need for Conservation and Rain Water Harvesting</p> <p>7. Land resources: land Use Patten, Agriculture: Importance, Types of Farming, Crop Seasons, Major Crops: Food –Rice, Wheat, Commercial – Sugarcane, Tobacco, Fiber – Cotton, Beverage – Tea, Role of Horticulture and Floriculture in Agricultural Development.</p> <p>8. Mineral Resource: Iron Ore, Manganese Ore, Bauxite, Mica, Gold, Power Resource: Conventional – Coal, Petroleum, Atomic Minerals, Non-Conventional- Solar Energy, Wind power: Energy Crisis and Remedies – Need for Non- Conventional energy Sources.</p> <p>9. Transportation: Types and Importance, Golden Quadrilateral Road, Major Airports and Seaports.</p> <p>10. Major Industrial Regions and Industries: Iron and Steel, Cotton, Sugar, Aluminum, Paper and Knowledge based</p>	<p>of India with its seasonal changes, influence of Monsoon on the country.</p> <ul style="list-style-type: none"> - Understand the soil types, characteristics, distribution and conservation of soil. - Understand the types, products of forests, distribution and conservation. - Know the rivers system, water resources, need for irrigation, Hydel power water scarcity and conservation of water. - Know the land use pattern cropping pattern, crop seasons and major crops. - Know the importance of Horticultural and Floricultural crops. - Understand the mineral resources production and distribution of major minerals and their conservation. - Understand the modes of transport, golden quadrilateral roads, major Airports and Seaports. - Know the industries industrial regions, localization factors and some important industries. - Understand the locational factors of Knowledge based industries. - Understand the need of GIS, GPS and Remote Sensing. - Know the Natural disasters, causes and effects understand the demographic features of our country. 	<p>frontiers.</p> <ul style="list-style-type: none"> - Divide India into major physical division and discuss the area and importance by using physical map. - Discuss the types of climatic season, monsoon, its mechanism and influence with the help of map and charts. - Discuss the types, importance, distribution of forest, need for conservation, WLS, NP and Biosphere reserves by using examples. - Explain the source of water resource, river, irrigation, major dams, development of Hydel power, Rainwater harvesting with the help of maps, diagrams, etc. - Explain the land utilization Agriculture and its importance types of farming, crops season and crops by using maps and charts. - Describe the availability and distribution of major minerals and remedies with the help of facts and figures. - Assessment of reserves, production, distribution, trade of major minerals, energy resource and importance. - Evaluate the benefits of non-conventional energy sources. - Explain the types and importance of transport, Major roads, port and Airports. - Describe the meaning, factors of location industrial regions, iron and steel, cotton, sugar Aluminum, paper etc. - Brief account of communication, With the help of GPS and Remote Sensing - Explain the cause and 	<p>the physiographic division. – Use different materials to show physical features.</p> <ul style="list-style-type: none"> - Draw maps to show monsoon winds. - List out the factors that influence on Indian Monsoons. - Prepare a map to show the distribution of soils. - Prepare a table to show methods of soil conservation. - Prepare a map to show types of forest and list out major WLS and NP and Biosphere reserves. - Prepare a map to show river system, river valley projects and Hydel power stations. - Prepare pie diagram to show land use pattern - Show the areas under agricultural crops on the outline map of India. - Draw maps to show the distribution of minerals and energy resources. - List out the major atomic power stations - Draw maps to show network of highways in India. - Show airports and seaports on the outline map. - Show the important industrial centres of India on the outline map. - List out the areas and uses of GPS - Prepare diagrams, charts and maps to show the natural disaster areas. - Collect photographs of disasters. - Draw maps to show
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	Industries(IT,BT,AT) 11. Communicatio n: GIS, GPS, and Remote Sensing 12. Natural Disasters: Causes and Consequences of Cyclones, Flood, Landslides, Coastal Erosion and Earthquakes. - Major regions. 13. Population Growth, Distribution, Density and Migration		effects of disasters with examples. - Explain the total population, trends in growth, distribution, density and immigration by using maps and graphs.	the distribution of population and graphs for density and growth.
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Syllabus Forming Committee Business Studies

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8 Standard

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
Chapter 1 Evolution and Growth of Commerce	1. Economics Activity 2. Exchange 3. Growth 4. Commerce in 21 st Century	<ul style="list-style-type: none"> - To inform the students about the context in which the subject needs to understood. - To differentiate between various types of activities & understood the importance economic activity in making a living. - To explain the necessity of exchange in a community. - To understand what is exchange - To explain what is growth and why it is 	<ul style="list-style-type: none"> - Classroom teaching follows by activities like project works (Special reference to local and regional specialties) - Explain with examples. Ask students to identify / classify activities. Evaluation is done on the basic of oral & writer examination. - Explain through exchange of ideas i.e., class room teaching. Give examples of market place where exchange actually takes place. – Evaluation is 	<ul style="list-style-type: none"> - Question answer in class room project work. - Visit to local trade enters or narrate stories of production, trade and commerce in the historical context. - Coins stamp collection. - Project work, basis on village economy, where exchange takes place. - Project work aimed at identification of problems and advantages. Exchange prevailing at the local

		<p>important and how exchange helps growth.</p> <ul style="list-style-type: none"> - To explain the role of trade & commerce & it's important to economic growth. 	<p>done on the basis of oral and written examination.</p> <ul style="list-style-type: none"> - Explain through exchange of ideas, class room teaching. - Evaluation through question answer oral and written. - Classroom teaching, use visual media wherever possible Evaluation through oral and written examination. 	<p>level. – Coin and Stamp Collection. Project work about this.</p> <ul style="list-style-type: none"> - Growth of industries in various parts of the works. – Condition or local area during the past & it's comparison with the present. – Model of Growth. - Project work concerning the important industries in the region country. - On various aspects of commerce like Banks, Markets, Advertisement Industry, Transport, Fishing, etc.
Chapter 2 Business	<ol style="list-style-type: none"> 1. Meaning of Business 2. Trade, Industry and Service 3. For-Profit Business and Non-Profit Business 4. Business Ethics and Social Responsibilities 	<ul style="list-style-type: none"> - To inform students of meaning and importance of business. - To explain in order to help the students to understand what is a business. - To inform students of fact and various activities of the business work. - To enable students to understand objectives with which business is done today. Also to inform the students that NBO are also important business institutions. - To enable students to understand the importance of social support to business. - The purpose of all activities should be centered around human good and social welfare. 	<ul style="list-style-type: none"> - Classroom teaching and Evaluation through written and oral methods. - Class room teaching, question answer quiz, stories from legends and folklore. - Classroom teaching with the help of available teaching aides. - Evaluation is done based on oral and written methods. - Class room teaching with help of teaching aids. Examples of Non-profit organisation, their contribution to development, trade, business and production evaluation is done based on the oral and written methods of examination. – Evaluation of project work. - Class-room teaching and causes of business unit's social responsibility. - Evaluation is done with help of class room response, performance in oral and written examination. 	<ul style="list-style-type: none"> - Project work, visit to business units. - Project work visit to business centers units, meeting successful business persons (men & women) - Project work: Classification of business organisation engaged in various types of business activities at the local level. - Prepare a list of symbols of various companies and identify the ask of their specialization. - Project to identify for profit and Not-for profit business units. - Various activities of for profits non-profit business units. - Visit to non-profit organization. Achievers in both areas. Discuss with the students to know this views on ethic and social responsibility project- on. - Social works taken by business organization at local level. - Discussion with businessman. - Newspapers clippings

<p>Chapter 3 Formation of Small Scale Business Organization</p>	<ol style="list-style-type: none"> 1. Meaning of Business Organization 2. Sole Trading Organization 3. Partnership Firm 4. Hindu Undivided Family Firm. 5. registration 	<ul style="list-style-type: none"> - To inform students the meaning & importance of Organizational structures of business. - Simple form of business organization to compare form of business organization. A class understanding of forms and an idea about the evolution and grow of such organisation hour a period of time. - To inform the students about the legal system concerned business. 	<ul style="list-style-type: none"> - Class room teaching, organisation charts examples may be given in support of explanation. - Evaluation based on oral and written examination, question answer in the class. - Class room teaching with the examples organization charts. - Evaluation based in oral and written examination and question answer in the class. - Class room teaching with help of Forms, procedures of registration. - Evaluation based on oral and written examinations. 	<p>on the topic.</p> <ul style="list-style-type: none"> - Project work taking into account access to print and electronic media. - Prepare a list of small business units in the town/village/area – Products produced by small business units. - Organization exhibition about how big business hours emerged/evolved/grown. - For e.g. TATA, BIRLA, RELIANCE and local Business Houses if any. - Interaction with school or at the business house. - To collect copies of registration certificates of various institutions. - To enquire from institution agencies from registration of business organization and explain how registration is useful.
<p>Chapter 4 Formation of Large Scale Business Organization</p>	<ol style="list-style-type: none"> 1. Co-operative Societies 2. Joint-stock Companies 3. Multi-national Corporation 4. Registration 5. Share Markets 	<ul style="list-style-type: none"> - To state the formation meaning importance and formation of various types of co-operative societies. - To enable students to understand what is a company, types of companies. How they are formed (Stages in the formation of company). - Meaning importance and how MNC's are functioning in India. - To inform the legal framework regarding the formation and functioning of India and MNC's in India. - To enable students to understand the concept of capital market in India, importance of capital markets in India. 	<ul style="list-style-type: none"> - Introduce the concepts with the help of examples is the class room, like Lijjath, AMUL, SEWA, or any other local co-operation society. - Class room teaching with help of monopolies and success stories of some of the Indian companies. - Products of multinational company may be used to introduce students to MNC- Explanation with examples. - Class room teaching, specific documents if any about registration prospect may be shown to students in the class. - Evaluation-basis on class room question answer (both oral and written) - Explain the meaning and importance of 	<ul style="list-style-type: none"> - Project: Story of Lijjath, AMUL, SEWA or any other local co-operatives story- with the moral of need for and benefits of co-operatives paper clippings relating to co-operatives government. - To list out Indian companies their products, symbols ad-panch lines, their meaning etc. – Discussion with the if any who are working for companies, inform students to find out the information about companies in the product packages, newspapers, advertisement etc. - Students may be given projects, regarding trading and various activities in the share market, national stock

			(share) capital markets in India, if possible and newspaper clippings. – Evaluation may be done through oral and written questions.	exchange, Bombay stock exchange. - Newspaper clipping about stock exchange. - If possible visit to a share broker.
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9 Standard

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
Chapter 1 Management of Business	<ol style="list-style-type: none"> 1. Meaning of Management 2. Principles of Management 3. Decision – Making Process 4. Functional Areas of Management 	<ul style="list-style-type: none"> - A systematic business organisation may take the form of ‘Sole Proprietorship’ ‘Partnership’ and ‘Joint Stock Company’, How these business Organisation are managed by a single individual or a group professional managers? - The aim of this chapter is to: <ol style="list-style-type: none"> 1. The meaning and importance of management in business. 2. To describe principles of management. 3. To define decision making process. 4. To understand the different functional areas of management like – Finance, Marketing, Human Resources, Production etc. 	<ul style="list-style-type: none"> - Explain how management is significant for managing single individual but it is more important for meaning group of a business organisation. - Describe how we make decision in our daily matters. Compare it with decision making process of a business organisation. Explain the principles to be followed while managing the organization. - Describe the functional areas of management like Finance, Marketing, and Production etc. - Evaluate the student’s learning by showing photos of CEO’s of big organizations like Narayana Murthy of Infosys Ltd and ask how they are called successful manager. 	<ul style="list-style-type: none"> - Students are asked to arrange a function in the class. They are asked to observe decision- making process and principles of management practiced. - Students are asked to observe how a family is managed , how a small business firm is managed in their area. - Group discussion may be organized on managing different functional areas of management. - Manager of a business organization may be invited to deliver talk on ‘Management’ - Study tour may be arranged to local factories to observe manageable aspects.
Chapter 2 Financial Management	<ol style="list-style-type: none"> 1. Role and Importance of Finance in Business 2. Short-term Finance and its Sources 3. Long-term finance and its Sources 4. Financial Institutions and Markets 	<ul style="list-style-type: none"> - To understand the role and importance of finance is modern business organization. - To describe the different sources of finance when business organisation require it regularly. - To explain how a business organisation mobilizers its short- 	<ul style="list-style-type: none"> - Explain the role and importance of finance in business by taking local business organisation. How a provision store can be started with own capital and borrowed capital. - How finance from external sources 	<ul style="list-style-type: none"> - Ask the students to interact with local businessmen to understand the importance of finance and sources of their finance. - Invite the bank manager to address the students on different types of finance provided by

		<p>term and manages.</p> <ul style="list-style-type: none"> - To understand the different financial institutions in our country like banks- credit co-operation societies – financial institution like KSFC - To understand the capital market in our country stock exchanges. 	<p>can be obtained from banks and share market by explaining them into short-term and long-term sources.</p> <ul style="list-style-type: none"> - Explain the different types of short-term and long-term finance given by banks- co-operative societies, financial institutions. - Evaluate the students learning by asking questions. The finance obtained for day to day business is differentiated to the finance require for purchase of vehicles, plant and machinery. 	<p>them to business.</p> <ul style="list-style-type: none"> - Ask the students to read the newspaper and collect information about names of banks, financial institution and different types of loans offered by them.
Chapter 3 Marketing Management	<ol style="list-style-type: none"> 1. Role and Importance of Marketing in Business 2. Marketing Mix- Product, Price Place and Promotion 3. Producer – Middlemen Consumer 4. Consumer Rights and Consumer Forms 	<ul style="list-style-type: none"> - The aim of business is to buy goods from producers and growers and sell them to consumers. What are the factors to which businessmen give their attention from collection of goods to distribution of goods? Where do they produce goods? How do they exhibit their goods? How do 	<ul style="list-style-type: none"> - Introduce the concept of market and marketing management by explaining local examples. How marketing is producing goods from producer and selling them to consumers is different from marketing management. It involves understanding the producing the Milk, vegetables sellers, weekly 	<ol style="list-style-type: none"> 1. Ask the students to interact with vendors in roadside or an streets to know how do they buy goods from producers and how do they sell to consumers. 2. Take the students in small groups to local market fairs, exhibition and tell them to observe how goods are producers, middlemen and consumers.
Chapter 4 Accounting in Business	<ol style="list-style-type: none"> 1. Need for Maintaining Accounts in Business 2. Meaning of Accounts – Types – Principles 3. Accounting Cycle – Business Transactions – Journal – Ledger – Trade Balance - Profit and Loss Account – Balance Sheet 	<ul style="list-style-type: none"> - To understand the definition of accounting. - To understand the need for accounting in business. - To explain the meaning of account and to identify the different types of accounts and understand their principles. - To describe accounting. To understand recording business transaction in journal 	<ul style="list-style-type: none"> - Explain the meaning of accounting and its needs through maintenance of accounts in our daily business transactions. For example: Explain how an old lady from village bring milk to the city and sells it regularly and keeps accounts. On the painted wall, for every liter or half a liter, she puts one 	<ol style="list-style-type: none"> 1. Students are asked to write their daily receipts and payments on a slip of paper. Afterwards, they are asked to classify them into different heads of accounts. Examples: Receipts from parents, scholar-ships, payments towards school fees, purchase of books, stationery etc.

		<p>and ledger. To understand preparation of trail balance and final accounts, every business man tries to understand affairs of its business. He wants to know what is the financial position of his Business?</p> <ul style="list-style-type: none"> - At any given point of time, what are his assets and liabilities? How much he owes to others? How much others owes to him? He also wants to know how much is the profit? And how is the loss? - How he earned profit or how he incurred loss? - Accounting in business will answers all the above questions and it provides simple and reliable information about business. 	<p>dot every day. At the end of the week or a month, she counts the dots and receives the money. Thousands of instances and business transaction like these may be explained to the student to understand need for accounting.</p> <ul style="list-style-type: none"> - To evaluate whether students have understood accounting and its importance a question may be asked, how an umpire says 'over' is completed immediately after bowling six balls by the bowler. The umpire's figures are counting each ball. Describe double-entry system of book-keeping by showing the entries in saving-bank account pass-book. 	<ol style="list-style-type: none"> 2. Identify the function to be held in the school and ask the students to identify and record receipts and payment. Example: School Anniversary, Independence Day celebration. 3. Ask the students to visit nearby banks, post office, shops of hotels and ask them to observe how they record day to day business transactions. 4. Obtain the annual report of co-operative societies, partnership firms or joint stock companies and study the profit and loss account and balance sheet in them. 5. Demonstrate through Tally package with the help of a computer how accounts are recorded.
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10 Standard

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
Chapter 1 Banking Operations	<ol style="list-style-type: none"> 1. Banking Transactions Banks and Post Offices 2. Types of Bank Accounts 3. Opening of a Bank Account 4. Operation of Bank Account 	<ul style="list-style-type: none"> - To understand how banking operation help to lead our day to day life and conduct activities. - To explain how banking transaction help in one way or the other from production of goods and services to consumption. - To describe the different dimensions of globalized banking operations, the types of bank accounts, how to open a bank account 	<ul style="list-style-type: none"> - Define the bank to understand banking operations. Describe how money is the tradable commodity for a bank by comparing it with rice as a tradable commodity for a merchant. - Explain the two different types of customers. First types include those customers who deposit their money 	<ul style="list-style-type: none"> - Through theatre activities one could dramatize the administration activities of banking sector. Student could act different roles such as manager accountant and so on in this proposed play. Different roles such as depositing money and other functions of the Bank could be displayed in the said

		and the procedure for operating bank accounts.	<ul style="list-style-type: none"> - in the bank and the others borrow money from banks. - Explain how banks mobilize deposits from public with the help to three types of banks accounts – Current Account, Fixed Account and Saving Bank Account. - Demonstrate the banks account opening form. Pal-in-slips, Cheque books and bank pass book by collecting them from a local bank or post office. - Describe how A.T.M cards are used to withdraw money from saving bank accounts. - Evaluate the students learning level by asking questions. 	<ul style="list-style-type: none"> - play where students could participate in the center stage. - Taking students in various groups to local post office or banks in order to have field experience. - Arranging guest lectures by local Bank Managers. - To make a list of public, private and co-operative banks in local areas.
Chapter 2 Insurance	<ol style="list-style-type: none"> 1. Need for Insurance 2. Principles of Insurance 3. Life Insurance and General Insurance 4. Insurance Proposal – Policy – Premium – Claim 	<ul style="list-style-type: none"> - To understand how Insurance helps us to project our life, properties and goods from unforeseen events. - To explain how insurance make good the loss suffered by natural or man-made hazards. - To describe the different dimensions of the life and general insurance, principles of insurance, procedures for obtaining an insurance policy and claims. 	<ul style="list-style-type: none"> - Explain the financial loss suffered by a family if its earning member dies with a road accident. Describe how insurance would help the deceased family to get insurance claim if the persons was insured prior to his death. - Define life Insurance; explain different insurance policies offered by life insurance companies. - Explain the meaning of general insurance with different types- Fire Insurance, Marine Insurance and Motor-vehicles Insurance. - Describe the need for and procedure 	<ul style="list-style-type: none"> - Arrange a role play among students to understand the need for insurance. One student may play the role of insurance agent who visits a house to sell policy. Other two students will play the role of family members who tries to understand the Life Insurance. - Invite the local Insurance agent or Development officers of life insurance to deliver lecture on life insurance schemes. – Ask the students to collect the advertisements that appear in the daily newspaper regarding insurance policies. Ask them

			<p>for obtaining motor-vehicle insurance.</p> <ul style="list-style-type: none"> - Collect the information booklets, proposal forms, and policy bonds of life and general insurance companies and describe their contents 	<p>to study their conditions and benefits.</p> <ul style="list-style-type: none"> - Make a small group of students and ask them to visit insurance branch in your area to understand insurance.
Chapter 3 Entrepreneurship	<ol style="list-style-type: none"> 1. Meaning, Role and Important of Entrepreneurship 2. Self-Employment Opportunity 3. Self-Employment Schemes 4. Profile of Successful Entrepreneurs. 	<ul style="list-style-type: none"> - To install in students the spirit of Entrepreneurship, self-confidence and achievement motivational local level. - To inform the students of the scope of self - employment and opportunities available in various sectors. - To inform the students of the various schemes of self-employment available. - To motivate students to explore self and develop self-confidence and also to prepare them for career planning. 	<ul style="list-style-type: none"> - Classroom teaching, ask questions to students to know their idea of entrepreneurship, give examples of successful entrepreneurship at the global, national. - A board picture about employment opportunities in the organized and un-organized sector may be explained through class room teaching. Graph, trietogram and other teaching aids may be used to explain the concept to students. - Provide a list of schemes to students - Explain how such schemes are helping people to earn and make a living through class room teaching. - Selection profile of successful entrepreneurs from all sections of the society. (Men and Women) ask students to read the profits in the class. Ask questions; make students to identify the qualities that make people successful in the area of their choice. - Evaluation through 	<ul style="list-style-type: none"> - Project: Identify Entrepreneurs at local, national and inter-national level, ask why one considers than as entrepreneur. - Project on the following: <ul style="list-style-type: none"> - Ask the student to list out people self-employed is their village/town/area – Ask students to prepare a list of areas, where there is scope for self-employment. – newspaper clipping about self-employed. - Visit to NGO, Govt. Departments which train people on self-employment. – Newspaper clippings which narrate success stories of successful self-employment people. - Inspiring movies, songs Gandhian ways (Project work). Project: <ul style="list-style-type: none"> - What inspired you the most and why? - What makes people successful: What one should do to be successful? Invite people who can inspire. - Collect pictures of people who inspired you.

			written and oral examination in the class. – Assignments, may be given.	
Chapter 4 Globalization of Business	<ol style="list-style-type: none"> 1. Meaning of Globalization 2. International Trade Agreements 	<ul style="list-style-type: none"> - To inform students the changes taking place in the business environment and its effects on the National, Regional and Local Economy and Business, Environment. - The role and relevance of WTO and how its effects our daily life. - If possible some examples may be given some important Inter National Trade Agreement may be discussed in brief like GATT. 	<ul style="list-style-type: none"> - The sub units may be introduced to students through class room teaching. Some specific examples to communication the concept of <ol style="list-style-type: none"> a. Globalization b. Advantages of Globalization c. Disadvantages of Globalization d. Opportunities arising out of Globalization e. How to look at Globalization may be given. - Evaluation of the topic may be done through written and oral examination in the class and after completion of the entire sub units. 	<p>Projects on:</p> <ul style="list-style-type: none"> - Impact of globalization at local level. - Products available in the local market after globalization. - Local products which moved to international market after globalization. - Role of information technology in accelerating globalization. - Press clipping concerning WTO. - International Trade Agreements.

Syllabus Forming Committee Economics

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8th Standard

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
Chapter 1 Economics	<ol style="list-style-type: none"> 1. Meaning and Importance of the Study of Economics 	<ul style="list-style-type: none"> - The principles objective of this chapter is to introduce basic concepts relating to 	<ul style="list-style-type: none"> - It should be taught by giving as many examples as possible about 	<ul style="list-style-type: none"> - The teaching, learning and evaluation are to be activity based.

	<p>2. Economic Activities</p> <p>3. Production</p> <p>4. Factors of Production</p>	<p>economics.</p> <ul style="list-style-type: none"> - Every act of human being has an economic element. - Knowledge of economics is necessary for student to become the responsible citizen of India. - Pupils should know that the nation cannot proper without the proper management and organisation of production. - The objective of this chapter is to make pupils to understand the importance of land, labour, capital and organization in the process of production. - The learners should know that the knowledge to understand how an economy functions and flourish. 	<p>economic activities, production etc., from local area.</p> <ul style="list-style-type: none"> - Students must be encouraged to participate in teaching. The learner themselves should be given examples of economic occupations existing in their village / town. Interactive and interrogative method is more useful to teach economics. - Teaching economic should be flavored with local examples. Focus should be an generation of debate and discussion. <p>Evaluation</p> <ul style="list-style-type: none"> - It should be the part of teaching. For this interrogative method is useful. Pupils should be encouraged to write whatever they have learnt in class room. - Evaluation should not become an imposition. It should an integral part of teaching and learning. 	<ul style="list-style-type: none"> - The monotonousness of teaching can be avoided by engaging pupils in learning debating activities. - Pupils can be asked to prepare the list of occupations in the village or the town. They can also find out the different uses to which land is used. - They can be asked to prepare a list of physical capital in the village. They can also be asked to find out the number of land lords in the village and the number of landless labourers. <p>Issues for Discussion</p> <ul style="list-style-type: none"> - Inequality in ownership of land poverty – caste system. - Economic and Non-economic activities: <ul style="list-style-type: none"> - Productive and Unproductive activities.
<p>Chapter 2</p> <p>Natural Resource</p>	<p>1. Scarcity of Resources</p> <p>2. Exhaustible and Non- exhaustible Resource</p> <p>3. Deforestation and Desertification</p> <p>4. Carrying Capacity and Climate Change</p>	<ul style="list-style-type: none"> - The basic objective of teaching is to make pupils to understand the alternative uses of resource and the scarcity of resource. Students should be able to appreciate the need of conservation of natural resources. - Another important objective is to introduce to students the concept of intergeneration equality in utilization of resources. - To make pupils understand the global 	<ul style="list-style-type: none"> - The method of learning by rote should be given up. Interactive and participatory teaching is essential to teach this chapter. A live classroom is one where the teacher and pupils are engaged in lively dialogue and discussion. - Deaf teacher and dumb students cannot make a classroom lively. - Teaching should 	<ul style="list-style-type: none"> - Students can be asked to prepare a list of resources of their village such as types of soil, types of tress, lakes rivers, types of birds, the level of underground water, numbers of bore well etc. - They can be asked to compare the environmental situation between the present and 20 years ago. - Teacher can take students to fields to

		<p>dimension of the issue of climate change.</p> <ul style="list-style-type: none"> - They should be able to analyse the carrying capacity is their own village/town. 	<p>crate curiosity.</p> <ul style="list-style-type: none"> - It should create hunger for knowledge among students. - Information pouring is not teaching. <p>Evaluation</p> <ul style="list-style-type: none"> - Teaching and evaluation should not be treated as two separate things. Students can be asked to distinguish between exhaustible and non-exhaustible resources with suitable examples. Students can be asked to identify resources exhausted in their village/town. Pupils should be able to associate their own family history with intergenerational aspects. 	<p>show deforestation, desertification.</p> <ul style="list-style-type: none"> - Teacher can encourage the students to build School Park. Rain water harvesting plant can be built for the school by students themselves.
Chapter 3 Human Resources	<ol style="list-style-type: none"> 1. People as Resources 2. Population Growth 3. Demographic Transition 4. Reproductive Health and Quality of Population 	<ul style="list-style-type: none"> - The objective of teaching this chapter is to make pupils to understand people are not mere number, but they are living things. People are the assets of a nation. - They are not only resource but also the end of development. People should not be treated as instruments of development. - They should be made to understand that growth of population in India has started declining. They should to the concept of demographic transition. - They should be made to appreciate the significance of women's health. Finally pupils should be made to familiar with concepts like density, sex ratio, IMR, MMR, family planning etc. 	<ul style="list-style-type: none"> - Child-centered education is possible only under activity-based teaching. So, teaching this chapter involves using of graphs, charts etc. - Pupils should be involved in preparing the statistical tables for population by sex of the village. - Numerical examples must be used to teach sex ratio, density, population of the village can be the theme for discussion. - Debate can be organized in the class to discuss the consequences of population explosion. - Students can visit a health centre in the 	<ul style="list-style-type: none"> - The growth of population of the village over a period of time can be calculated. - No. of people in the village in 1991 – 5000 - No. of people in village 2001- 7000. Calculate the growth rate. - Population 8000. Areas 50 square KM. calculate density. - Male population ____ 4000 - Female population ____ 3500 - Calculate Sex Ratio. - Students can be asked to prepare a list of the components of reproductive health. - Students can be asked to explain their experience

			<p>village.</p> <ul style="list-style-type: none"> - Local issues should be used to teach this chapter. Students can be asked to prepare a list of infant death in the village during a particular year. 	with immunization.
Chapter 4 Poverty and Hunger	<ol style="list-style-type: none"> 1. Who are poor? 2. Indicators of Poverty 3. Hunger and Famines 4. Food Security and Eradication of Poverty 	<ul style="list-style-type: none"> - The objective of teaching this chapter is to make pupils to understand that poverty can be eliminated. It is not a cruse of god. It is a man-made thing. Pupils should understand that the identification of poor is not an easy task. - Students should know that poverty has a caste dimensions, Poor are more among delights than among others. Why? After studying this chapter, pupils should be able to say income is not the only indicator of poverty. Illiteracy, Illness, Disabilities, caste, gender, natural wealth etc. are also indicators of poverty. They should know that poverty is there in India, but hunger is not there. - They should become familiar with poverty eradication programmes. 	<ul style="list-style-type: none"> - Interactive and interrogative methods of teachings should be adopted. - Pupils are to be encouraged to ask questions. - Debate. Dialogue, discussions should be part of teaching. - Numerical examples should be used. - Pupils can be asked to visit the fair price shops in the villages. Students can be asked to list the number of houseless families in the village. - Students should be asked the distinguished between starvations and fasting. 	<ul style="list-style-type: none"> - Students are made to visit the panchayat and find our level of income used to measure poor in the village. - Students can be asked to prepare a list of poverty eradication programmes in the village. - Pupils can prepare a list of prices essential food grains in the villages. - They can be asked to prepare a list of wage rate in the village.

9th Standard

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
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Chapter 2 Sectors of the Indian Economy	<ol style="list-style-type: none"> 1. Primary – Agriculture 2. Secondary – industries 3. Service – Trade, Transport etc. 4. Karnataka Economy 	<ul style="list-style-type: none"> - The objective of this chapter is to enable the pupils to understand the grouping of various economic activities into three sectors. - To provide knowledge about the significance of agriculture and allied 	<ul style="list-style-type: none"> - There is a lot of scope to adopt interactive and interrogative methods of teaching in this chapter. - Teacher should borrow examples 	<ul style="list-style-type: none"> - Students can be asked or entrusted the task to prepare a list of agricultural and allied activities in the village/town. - Pupils can prepare a list of private and public industries in

		<p>activities such as public sector, private sector, multinational companies etc.</p> <ul style="list-style-type: none"> - It is necessary to introduce various aspects of Karnataka economy to pupils. 	<p>from everyday life of students to explain various aspects of agriculture. Teacher can organise a discussion on the famous statement "Industrialized or Perish".</p> <ul style="list-style-type: none"> - Teacher should encourage pupils to understand the significance of growing service sector. Teacher can pick out examples in service from the village life. - The uniqueness of Karnataka can be introduced to students by arranging industrial tours. <p>Evaluation:</p> <ul style="list-style-type: none"> - Teaching and evaluation should not be treated as two separate things. It is wrong. Question and answer method are more useful at secondary level. 	<p>Karnataka.</p> <ul style="list-style-type: none"> - They can be asked to prepare a list of services in Karnataka. - The list of following things of Karnataka can be prepared. <ul style="list-style-type: none"> a. List of Agricultural Crops. b. List of Irrigation Project. c. List of wild life sanctuaries. d. List of IT Industries in Karnataka.
<p>Chapter 3 Money and Credit</p>	<ol style="list-style-type: none"> 1. Forms of Money 2. Forms of Credit 3. Banks and Deposits 4. Reserve Bank of India 	<ol style="list-style-type: none"> 5. The main objective of teaching this chapter is to enable the pupils to understand the historical evolution of money and banking system. 6. To provide knowledge about the system of money lending existing in rural sector and problems associated with money lenders. Pupils should be able to distinguish various types of credit. <ul style="list-style-type: none"> - They should know the distinction between credit and debits. Pupils should know how notes and coins are printed. Reserve bank of India can be introduced in 	<ul style="list-style-type: none"> - Supply of money can be taught by borrowing examples from everyday life. - Demonstration of cheque, draft, credit slip etc. can be done in the class room. - Teacher can take students to post-office or bank in the villages to show to students how a bank works. - They can be taught how to write a cheque. - They can be shown the safe vaults. <p>Evaluation:</p> <ul style="list-style-type: none"> - In the interactive teaching method 	<ul style="list-style-type: none"> - A small school bank can be set up students can act as Manager Cashier, Clark etc. - All students must be encouraged to open bank accounts. - Credit cards, debit cards, cheques, drafts can be demonstrated in the schools. - Students can be asked to analyse why notes are issued by the Governor of Reserve Bank of India and not by the Central Finance Minister.

		brief.	evaluation takes place along with teaching. Students must be encouraged to ask question. They must be asked to pose question to banker, post master.	- A debate can be organized on indebtedness and Farmers suicides.
Chapter 4 Labour and Employment	1. Division of Labour 2. Labour: Male- Female 3. Employing – Unemployment	- The basic objective of teaching this chapter is to enable the students to appreciate the role of labour in production. - To provide the knowledge about and discrimination associated with female labour. - Productive labour, domestic labour, reproductive labour. Pupils should be able to know joblessness is not unemployment. - They should be able to distinguish that all unemployed are not poor and all employed are not rich. - They should know that disguised unemployment can appear only in a labour surplus economy.	- Problem solving method of teaching is suitable for this chapter. - Gender discrimination in labour market can be demonstrated by means of live examples. - Sexist approach in teaching should be avoided.	- They have to give explanation to distinction between work done by women and men. - Students can be asked to prepare a list of types of unemployment. - Student can be asked to prepare a list of work where men and women both perform.

10th Standard

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
Chapter 1 Development	1. Development and Underdevelopment 2. Indicators of Income Development 3. Indicators of Human Development 4. Gender related Development	- The principal objective is to enable the students to appreciate the need concepts of development. - To make them to understand why a country remains under developed. To familiarize pupils with new concept of development such as human development, gender related development. - Pupils should appreciate that the attainment of health by	- The pupils should be engaged in the discussion of the varied and diverse dimensions of development - For this, debate, dialogue and discussion are more useful. - Pupils are to be encouraged to distinguish between income as the sole indicators of development and health, education and income	- Pupils can be asked to prepare a list of developed countries in the world. - They can be asked to prepare a list of Human Development Indices of various states of India. - The literacy rate of women and men in Karnataka for 1991 and 2001. - A discussion can be organized on differences in

		<p>people, education attainment are as important as that of the growth of income.</p> <ul style="list-style-type: none"> - Distinction between GDP and HDI 	<p>together as composite indicators of development.</p> <ul style="list-style-type: none"> - The teaching should be gender sensitive. - Women should figure in every aspect of teaching. <p>Evaluation:</p> <ul style="list-style-type: none"> - Teaching and evaluation should go together. These two can be combined only when participatory teaching method is adopted. 	<p>literacy rate between women and men.</p>
Chapter 2 Economy and Government	<ol style="list-style-type: none"> 1. Planning in India 2. Five Year Plans 3. Green Revolution 4. Liberalization and Globalization 	<ul style="list-style-type: none"> - The objective of teaching this chapter is to enable students to understand the role of government in development. - Pupil should know that planning is a strategy adopted by government to develop the economy. - Pupils should know the periodicity of different five year plans in India. Pupils should know that one of the greatest achievements of planning in India is Green Revolution. 	<ul style="list-style-type: none"> - Students are to be involved in teaching. - So participatory teaching is necessary, local flavor is to be there in teaching. Interrogative method will make class lively and interesting. - Monotonousness must be avoided. - Women must figure in every aspect of teaching. - Everyday examples must be used while teaching. 	<ul style="list-style-type: none"> - Students can be asked to list area where government plays a role. - They can be asked to prepare a list of merit and demerit of privatization, marketization and globalization. - Students can ask to prepare an essay on Green Revolution on International Food Day. - Students can be asked to distinguish between government centered and market. - Centered economic policies.
Chapter 3 Rural Development	<ol style="list-style-type: none"> 1. Meaning and Importance 2. Decentralization 3. Role of Panchayat Raj Institutions 4. Women in Development 	<ul style="list-style-type: none"> - The purpose of teaching this chapter is to make students to understand and appreciate the crucial role of rural development is nation building. - They should know how big our rural economy is and how significant its development is for nation's development. - They should understand the distinction between centralization and decentralization in 	<ul style="list-style-type: none"> - The purpose of teaching this chapter is to make students to understand and appreciate. - The development plan prepare by Gram Panchayat can be used as an example to explain how PRIs work in rural development. Teacher can take students to Gram Panchayat and arrange a discussion with Panchayat 	<ul style="list-style-type: none"> - Students can be asked to collect the data about Panchayat members or municipality members of their village or town. - Students can be asked to collect data about powers and functions of PRIs. - Students can be asked to prepare a list of work done by women in the village and work done by men in the

		<p>development.</p> <ul style="list-style-type: none"> - 73rd amendment to India's constitution has given constitutional status to Panchayat Raj institution. - Pupils should know that a lot of power is delegated to PRIs. - Women's role in development is crucial. Students must know the contribution of women to development, what is the disadvantages women face in development? 	<p>members. Teacher must take local example to show how much work women done and in what way they experience injustice.</p> <p>Evaluation:</p> <ul style="list-style-type: none"> - Students should be asked to justify how rural India in real India. - Teacher should judge whether pupils use sexist language in discussion and debate. 	<p>village.</p>
<p>Chapter 4 Public Finance and Budget</p>	<ol style="list-style-type: none"> 1. Meaning and Importance 2. Public Expenditures 3. Public Revenue – Taxation 4. Deficit : Fiscal Deficit 	<ul style="list-style-type: none"> - The principal objective of this chapter is to make students understand the role of government finance in development. Pupils should know how government collects income and how it spends. - It enables the students to understand how much money comes to government and from what sources it comes on the one hand and how it spends money and on what items it spends. - This chapter enables students to know types of taxes and non- tax source of income of the government. - They should be able to identify differences of government and finance of individual. 	<ul style="list-style-type: none"> - Interactive and interrogative method is to be adopted to teach this chapter. - The idea of federalism can be introduced at this level, Budget data of the state or central government questions can be asked. - Teacher must teach students that there is a difference between the borrowing of loan by government and borrowing by individual. <p>Evaluation</p> <ul style="list-style-type: none"> - Teaching and evaluation have to take place simultaneously. Question and answer method of teaching helps to achieve this integration. 	<ul style="list-style-type: none"> - Students can be asked to prepare a list of taxes imposed by central government, state government and Gram Panchayat. - Students can be asked to prepare a list of public work done in the village by government such as roads, bridges, water supply structure. Drainage, toilets etc. – expenditure exceeds revenue there will be deficit. To fill this deficit government borrows loans. How much loan government of India has borrowed during a particular year?

Syllabus Forming Committee Sociology

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8th Standard

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
Chapter 1 We and the World	<ol style="list-style-type: none"> The human species – Evolution (Finger thumb opposition, erect posture, large brain etc.,) Man/Women are a Social animal. Human child Vs that of animals. (long years of dependency – food, security, protection, warmth etc., “man becomes man only among men” (experiments of unsociable children) Human being also a tool making animal. (Homo Sapiens) Pioneering Sociologists. 	<ul style="list-style-type: none"> The students should be able to appreciate the difference between human and animals and also see for themselves how biologically the human infant is dependent on others around them for nurture etc., The students should be able to appreciate that societies are simultaneous with individual and that individuals are not prior to them as it is often believed. Students should be able to learn that language, which is the most important attribute of human being, is socially formed and that language is necessary not just for communication but the lesson should be able to bring home the point that language facilities self-aware-ness and mastery of the environment. Human beings are also tool makers and this is possible because of their biological superiority. To put across to the students the above without the use of sociological jargon. 	<ul style="list-style-type: none"> Class room teaching Question answer – oral and written. 	<ul style="list-style-type: none"> Explore through the use of visual media the animal world and list the kind of differences that one is able to garner vis-à-vis human world. Collect the experiments on various socialized children and not what happened to them
Chapter 2 Culture and Society	<ol style="list-style-type: none"> Culture Culture Diversity Norms and Practices .(from what is to be ought to be) 	<ul style="list-style-type: none"> Show to the students how culture is not just about finer sensibilities that human beings, process, but it includes the way they dress, their marriage customer, family life and their patterns of work, religious ceremonies and leisure per-suits, among other. – To show that culture is not singular but there are cultures all around us. And that there is tremendous diversity among cultures. The students appreciate that diversity essentially means tolerance about the differences. 	<ul style="list-style-type: none"> Class room teaching Question answer – oral and written. 	<ul style="list-style-type: none"> List the different languages and dialects spoken in India. Narrate the marriage customs of the community that you belong to. What are various languages spoken in your locality/neighborhood. Collect the various religious ceremonies that take place outside of their homes.
Chapter 3 Social Interaction and Everyday	<ol style="list-style-type: none"> The study of Everyday Life. Non-verbal Communication. 	<ul style="list-style-type: none"> To help the students appreciate how we act and react to people around us. Many apparently trivial 	<ul style="list-style-type: none"> Class room teaching Question answer – 	<ul style="list-style-type: none"> Ask the students to record any conversation in various relationships.

Life	<p>3. Face, Body and Speech in Interaction</p> <p>4. What are roles? How do we learn to play roles?</p> <p>5. How do people come to occupy roles in a lifetime?</p>	<p>aspects of our behaviour turn out on close examination turn to be complex.</p> <ul style="list-style-type: none"> - Show the students how we communicate not just through language but also non-verbal gestures. - To show there are socially defined expectation of us and how we live out those expectations. - To communicate to the students how each person plays a number or role at different point in life and how some of them may conflict with each other. 	<p>oral and written.</p>	<p>Teacher student; parents, parents and note the differences.</p> <ul style="list-style-type: none"> - List the 'masks' we wear to home and outside. - Records how we behave when guest arrive at home. - Differentiate the behaviour of one's parents at home and at work and account for the differences.
Chapter 4 Types of Society	<p>1. The Earliest Societies</p> <p>a. Hunters and gathers</p> <p>b. Pastoral and agrarian societies</p> <p>c. The Industrializing societies.</p>	<ul style="list-style-type: none"> - To help the students understand that there are different types of societies around us at any single point of time - To show how one's society is different from that of others. - Help the students understand how communities come to be scaled as superior/inferior; ignorant etc. 	<ul style="list-style-type: none"> - Class room teaching - Question and answer – oral and written. 	<ul style="list-style-type: none"> - List the features of the habitat one lives on. - Narrate the visit to any place and list and peculiarities that one has noticed.

9th Standard

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
Chapter 1 Family and Household	<p>1. What is the Family?</p> <p>2. Husband and Wives / Parents and Children</p> <p>a. Childhood and Youth</p> <p>b. Adulthood, Middle age and Old age</p> <p>3. Different types of Families-</p> <p>a. How do families differ on the basis of size (Nuclear, Extended, Joint family)</p> <p>4. The dark side of Family</p> <p>a. Sexual abuse</p> <p>b. Domestic Violence</p>	<ul style="list-style-type: none"> - To show the student how one is born into a family and help the students distinguish a house – hold from a family. - The various transitions through which individuals pass during their lives seem at first sight to be biological fixed are really influenced by cultural differences and also by the material circumstances of people's lives in given types of society. - Not everything is fine about the family in India. 	<ul style="list-style-type: none"> - Class room teaching - Questions and answer – oral and written. 	<ul style="list-style-type: none"> - List and describe the festival you celebrate. - Describe the division of labour at home. - List the different types of families by size around you.
Chapter 2	1. What is	- To bring home the difference	- Class room	- Collect narratives of

Socialization and Family Relations	<p>2. Socialization? Family, neighborhood, peer group and school</p> <p>3. Gender and socialization</p>	<p>between nature and nurture.</p> <ul style="list-style-type: none"> - To analyse the development of human individual from infancy to early childhood identifying the main stages of change involved. - To show how at each stage of the child's development there is a change of relationship between the infant, mother and other people caring for the child and how these process go on. - To show how socialization is a process that continues throughout the life course. - How we learn characteristics of our culture through socialization. 	<p>teaching</p> <ul style="list-style-type: none"> - Question answer – oral and written. 	<p>one's childhood from parents, neighbors and friends – particularly the old.</p> <ul style="list-style-type: none"> - Compare and contrast socialization processes across ages
Chapter 3 City and community	<p>1. What is a City?</p> <p>2. Features of City</p> <p>3. Industrialization and Urbanization</p> <p>4. What is Community</p> <p>5. Rural Community and its Characteristics.</p> <p>6. Tribal Community and its Characteristics.</p>	<ul style="list-style-type: none"> - To help the students realize the differences in the habitat and how this difference has an effect on the social lives of people. 	<ul style="list-style-type: none"> - Class room teaching. - Question answer – oral and written. 	<ul style="list-style-type: none"> - If you live in a city or close to one, describe the various places of importance in it. - Note the events and circumstances where you have noticed 'we' feeling among people.

10th Standard

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
Chapter 1 Social Stratification	<p>1. Why are people different? (Income, education, dress, beliefs etc.)</p> <p>2. How do we account for the differences</p> <p>3. Prejudices associate with differences</p> <p>4. Un-touchability as a form of social evil.</p> <p>5. Eradication of untouchability Legal Provisions against Caste Discrimination.</p>	<ul style="list-style-type: none"> - To show how everybody in the society is not the same - To understand the nature of these difference and to account for the same. - To discuss how differences are associated with certain prejudices. 	<ul style="list-style-type: none"> - Class room teaching - Question answer – oral and written. 	<ul style="list-style-type: none"> - List how the city is inhabited by people who move about buses, cars, dress, etc. - Account why this is so. - Why are the affluent always portrayed as fair and the poor, dark? Is this a prejudice? Shows how there are prejudices associated with income, caste, gender etc. - List the castes in your locality / neighborhood. - What practices distinguish one caste from another etc.
Chapter 2	1. Division of labor	<ul style="list-style-type: none"> - To say what is work and bring 	<ul style="list-style-type: none"> - Class room 	<ul style="list-style-type: none"> - Make a note the kind

Work and Economic	<p>and classes</p> <ol style="list-style-type: none"> 2. Paid and unpaid work 3. Unemployment 4. Inequalities work 5. Organized Workers and Unorganized Workers. 	<p>home its caters to human needs.</p> <ul style="list-style-type: none"> - To show how there is a lot of work that is unpaid and how in many instances only paid work is respected and voluntary is not with the intention to seek if such division creates inequalities? - To show different occupations get paid differently and why. - Why do some people around us don't work. Don't they want to work or is no work? 	<p>teaching</p> <ul style="list-style-type: none"> - Question answer – oral and written. 	<p>of work is performed by all the members of one's family and household and to note the differences among them.</p> <ul style="list-style-type: none"> - Make a list of how one's household income gets to be spent and on what. - To enquire into why certain jobs get paid more and certain others less and to accounts for the differences.
Chapter 3 Collective action and Protests	<p>owds, riots and illectives action. her forms of Collective tion.</p> <ol style="list-style-type: none"> a. Environmental issues b. Self-help groups of women 	<ul style="list-style-type: none"> - The students should be able to gather that there are differences in society and take account of how people voice their differences when they feel that they deserve better. - To describe how people come to vent their grievances. 	<ul style="list-style-type: none"> - Class room teaching - Question answer – oral and written 	<ul style="list-style-type: none"> - Have you come across any protest, if so what was it all about. Describe. - Are there any groups in your locality- see why they were formed and for what purpose? - Do you or your neighbors face any water, electricity or sanitary problems? What do you do when there is no water at home?

Karnataka Curriculum Framework 2007

- a. Karnataka has an unpublished curriculum framework called KCF 2007. It is largely based on the principles of NCF 2005.
- b. It was framed in 2007. NCF 2005 was considered while framing KCF 2007. All the recommendations of NCF 2005 have been accepted and incorporated in KCF 2007. Local specific needs have been addressed.
- c. The framing of KCF emerged from a thorough understanding of NCF 2005. There were state wide discussions on NCF 2005 and the district groups came out with their understanding and recommendations. The state group consisted of representatives from different districts as well as the reports from the districts. The core committee consisted of
 - i. The Director, DSERT
 - ii. Chief academic consultant for SSA, Karnataka
 - iii. Joint Director(Quality), SSA, Karnataka
 - iv. Faculty from CTEs and DIETs.
 - v. NGOs/Members of Policy Planning Unit
 - vi. Representatives from the association of retired directors

The committee discussed the district recommendations and examined how far they could be realised in alignment with the NCF recommendations before framing the state curriculum framework.

- d. The thrust areas of KCF are the same as that of NCF 2005. However, the following areas have been given prominence.
 - i. Learner and learner needs – including employability after class 8th as well as needs for higher education.
 - ii. Focus on assessment of children as well as self assessment of teachers for their professional development.
 - iii. Curriculum transaction – experiential, multi-grade and multi-level syllabus – Now the state is considering inclusive education and IEP.
 - iv. Focus on vocational education
 - v. Quality education – quality of life, education for peace, developing a predisposition for social change, protection of environment, teacher education
 - vi. Development of school quality index – indicators have been developed.
- e. It is not entirely different from NCF 2005. This vision is different from NCF in the following areas.
 - a. Focus on vocational education – exploring employability after class 8th. Courses in automobile engineering and information technology are proposed from class IX on an experimental basis from 2013-14 in selected secondary schools.

II.A
Languages
Analysis of Curricular Materials in Languages

Part A General information about Curricular Materials

- 11 Name of the state: Karnataka
12 Subject: English Class VIII
13 Types of curricular materials available / used: Textbooks inclusive of supplementary readers
Textbooks inclusive of supplementary material

- 14 Name of the curricular material: English Second Language VIII Std 2012
15 Class: VIII
16 Whether based on state curriculum framework or national curriculum framework (Mention year): Both NCF 2005 and SCF 2007
17 Year of publication/reprint: 2012
18 Published by: Karnataka Textbook Society, Bangalore
19 Author/Authors / Curricular development team : Textbook Committee
20 Whether the curricular materials are priced or distributed free of cost:
For Govt and aided schools free of cost
For unaided schools priced.

Part B Curricular materials for Language education

19. Medium of Instruction in the schools:
In Govt schools – Kannada/Urdu/English/Tamil/Telugu/Marathi
Aided – Kannada/English
Unaided – Kannada/English
20. Status of English language: Second language / Introduction of English from I to IV Std as exposure language; from V onwards as second language
21. Do teachers use children's mother tongue / home language pedagogy to teach English, other languages or other subjects? YES
22. Do curricular materials include authentic* texts? YES

23. Do the materials include different genres / registers? Select from the list below and give examples:

Informative text / argumentative / discursive / literary / graphical /

24. Whether the curricular material sensitizes learners to the immediate social /physical environment?

- a. Gender
- b. Peace

- d. Environment

- f. Any other - racial sensitivity

25. Are the curricular materials developed / selected as per the age and interest of the learners? Give examples.

Yes. Workbook for students.

- a. Curiosity about other schools – lesson ‘A Day in the Ashram’
- b. Fantasy – A machine talking about itself – Poem ‘Machine’
- c. Common sense/openness – lesson ‘Emperor’s New Clothes’

26. Do the materials present linguistic and cultural diversity? (Illustrate with examples)

- a. Yes. Introducing children to foreign nationals – lesson ‘Jamaican Fragment’.
- b. Theatre personality from Maharashtra introduced – lesson – ‘All the World her Stage’
- c. US Plant breeder – ‘Luther Burbank’
- d. Fishermen – ‘Coramandal Fishers’

Karnataka’s linguistic diversity could be addressed.

27. Is there scope to modify / redesign the curricular materials as per the requirement of the learners?

Yes. Jamaican Fragment could be presented as a role play

Drama - Emperor’s New Clothes, The Swan and the Prince, Somebody’s Mother

Song – ‘Coramandal Fishers’

28. Are the curricular materials learner friendly in terms of

- a. Language Comprehensibility? Yes.
- b. Ideas and themes? Character of Happy Life appears more philosophical than the children can comprehend
- c. Physical load / volume? Yes. 140 pages including cover pages. Easy to handle.

(Illustrate with examples)

29. Are the curricular materials learner centered?

a. Activities/tasks - Yes.

- i. Listening passages in pre reading tasks
- ii. Silent reading tasks inbuilt in the text
- iii. Opportunities for working in pairs
- iv. Guided composition
- v. Apt and relevant exercises

b. Lessons -

- i. Each lesson broken into small bits for facilitating easy reading comprehension
- ii. It might pose some problems for children to relate to the texts as some of them have foreign cultural content

(Illustrate with examples)

30. Are there multi-lingual contexts in the curricular materials that can engage learners? Yes/No. Give examples in support.

Yes. Kannada translation of an English poem 'The character of a happy life' and English translation of a Kannada poem of V G Bhat by Sumathindra Nadiga are given.

31. Is there scope in the curricular materials to use other resources like Newspaper, print media, electronic media, internet, etc?

Internet – C V Raman's Institute, Shanthiniketan founded by Tagore

Print media – Newspaper clippings (All the World her Stage)

Havocs produced by machines (Poem Machines)

Repercussions of deforestation for the poem Axe in the

Wood

Video clippings - Fishermen at work on the sea (Coramandal Fishers)

32. How are the curricular materials designed to develop basic skills of language (LSRW)?

(Illustrate with examples for each skill)

Listening – 8 graded passages given for listening practice incorporated as pre

reading activity

Speaking – The usage of all new words /content words in sentences/English sound practice

Reading - Each lesson has well marked parts for silent reading practice.

Supplementary reading material is given

Additional reading material given in each lesson that supplements the contents of the lesson

Writing - Paragraph writing – guided composition exercises given

Grammar exercises given at the end of each lesson

Comprehension questions based on the text given

Writing activities have been suggested.

33. Do the curricular materials have texts /activities highlighting local population, craft, culture, etc.? (Illustrate with examples)

No.

34. Do the curricular materials provide opportunity (through tasks and activities) to connect learning to the children’s real life experiences / situations? (Illustrate with examples)

A resourceful teacher can help children relate the contents to their real life experiences. The text as such does not make any explicit attempt in this direction.

35. Explain how problem solving and critical thinking have been integrated in the lesson/activities. (Illustrate with examples)

All lessons have scope for developing critical thinking. There is less scope for problem solving.

Presentation and organisation (Pedagogical validity)

8. Do you feel the lessons / units have been graded? (easy to difficult, known to unknown, familiar to unfamiliar)

Yes. Attempts have been made to present from known to unknown and familiar to unfamiliar

9. How has the lesson / unit been organized to fulfil the objectives of language teaching? Does the lesson include the following? (Please give examples while answering the sub-parts given below)

- a. Pre-reading /Warm up / Intro.
- b. While reading
- c. Post reading (comprehension)
- d. Vocabulary
- e. Language items (grammar)
- f. Listening and speaking
- g. Writing
- h. Study skills

All the above are included.

a. Pre-reading / Intro. / Warm Up

Is there scope for connecting the learners' previous knowledge to the ideas in the text?

Yes.

b. While reading

Are there any activities while reading the text for comprehension?

Yes. The text has been divided into convenient parts. Each part contains comprehension questions to facilitate understanding.

c. Post reading

i Does it have informative / factual questions?

Yes. But there could have been more questions to facilitate factual understanding of the text in the beginning.

ii Does it have inferential questions / open ended / extrapolative?

Yes.

iii What type of post reading activities have been given?

Exercises, Additional reading material, grammar practice activities, composition tasks

iv Do these post reading activities allow learners to revisit the text more than once?

Yes.

v Do the post reading activities enable the learners to connect with the world outside? Please give examples.

Yes. Additional reading. There are reflective questions given.

Example: In poem 'The Character of Happy Life' the following question is given.

The poem refers to the uneasy life of an ambitious man contrasting that with the contented life of a happy man. How do ambitions make one's life uneasy?

10. Are the instructions the comprehensible to (a) the teacher (b) learners?

Yes.

11. Comment on the suitability of illustrations with examples.

Illustrations are relevant.

Skills and competency focus

1. Do the curricular materials promote mastery of the language system, vocabulary, grammar, spellings, punctuations and pronunciation?

Makes an attempt. However good the material is, it is the teacher factor that can bring about the real change.

2. Do the curricular materials develop communicative competency? Eg. Language functions like enquiring, inviting, describing, and apologizing (Illustrate with examples)

Yes. They have been integrated into the spoken English part of the lessons.

3. How have the curricular materials incorporated study skills? (Reference techniques, note-making, summarising, picture reading, etc.) Are these authentic? Give examples to illustrate.

Yes. Reference tasks have been suggested. Activities have been given. They are authentic.

Examples: Prepare an interview schedule to interview a famous personality, dictionary reference skills, note making, summarizing are a part of the exercises given.

4. How do the curricular materials cater to learners at various levels of learning? (Give examples)

This is not explicit. The teacher is expected to grade and cater to the needs of learners making use of other texts.

5. How have the curricular materials highlighted issues related to people with special needs through texts and activities?

There is one example given in page 61 for the poem 'Somebody's Mother'.

6. Is the language used in the curricular materials gender sensitive? Give examples in support.

Language is used such that it does not essentially make gender issue prominent. Language appropriate to the text is used. Out of the 8 units (Prose 8+Poems8) there are three lessons which have themes dealing with women. The book contains three pictures which have women in them. In pictures where people in general are seen, a few women characters could have been added.

Effectiveness of Approach and Methodology:

1. Do the lessons provide meaningful contexts to learn the language? Illustrate with examples.

Yes. All lessons have well organized tasks set for children to engage in learning activities. There are exercises for language practice, collaborative learning (discussion with peers), guided writing tasks, reference skills.

2. Which approach are the curricular materials based on? Illustrate with examples. Communicative approach. Bi-lingualism has also been tried out, especially with reference to poems.

3. What kind of activities have been given in the materials -pair / group work, role play, games, simulation, visualization etc. Give specific examples per activity. Group work, role play, visualization, games have been given. They are embedded in the post reading activities.

In page 10: Read and discuss your responses with others. Then write:

1. A happy man's conscience is his strong retreat, says the poet. When does a happy man seek the comfort of his conscience?

2. Write at least four sentences describing a happy man.

Guidance for Teachers and Learners:

- 4 Do the curricular materials give the teacher guidelines for preparing and transacting lessons?
Teacher's handbooks are not distributed. The committee says they have prepared it. It is yet to be printed and supplied.
- 5 Does the teacher have the freedom to adapt and modify the materials? Yes/No. Give reasons/examples in support.
- 6 Is there any advice given to students about how the books could be most effectively used?
No. This could be added in the next edition.

Assessment / Evaluation

Do the curricular materials have assessment activities integrated into them? If yes, how are they given? (ask questions, activities or project work etc?)

Yes. Comprehension exercises, reading tasks, grammar exercises, group and pair activities have been given.

Physical Aspects

4. Do you feel the curricular materials are well-printed, clear and attractively laid-out?
Print is clear. Instructions are printed in bold.
5. Is the book single colour or four colour? - Single colour
6. Comment on the following:
- Font size : OK. Good enough for reading.
 - Design : OK. It can be improved.
 - Layout : Practical.
 - Quality of illustrations: Not very good. Clarity needed. Colour pictures can be used.
 - Quality of paper : Printed in 60 GSM Map litho. It can be printed in 70 GSM.
 - Binding : Good.
 - Any other aspect : Handy.

* Nunan and Miller (1995) define authentic materials as those which were *not created or edited expressly for language learners*. This means that most everyday objects in the target language qualify as authentic materials. The following list, although not exhaustive, provides a wide sampling of authentic materials that can be used in the LCTL classroom.

Day to day objects:

- train schedules
- pictures of road signs
- business cards

- labels
- menus
- brochures
- receipts
- currency

Broader:

- music
- literature
- newspapers
- televisions programs
- radio broadcasts
- film
- internet websites

(Ref: Nunan, D., and L. Miller, eds. 1995. *New Ways in Teaching Listening*: Alexandria, VA: TESOL)

Evaluator's profile

Names/Qualifications/Designation/Experience

5. Sachidananda Jamadagni, MA(Kan), MA(Eng), M Ed. M Phil, MSCP, PhD
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6. O R Prakash, MA(Eng), MA(History), M Ed,
Lecturer, CTE, Mangalore, Karnataka
Experience: 21 years
7. Vivekananda M, MA(Eng), M Ed.
Lecturer, CTE, Mysore, Karnataka 15 years
8. Kumara Swamy H, MA(Eng), M Ed, PGDHE, PhD
Lecturer, DIET, Mysore, Karnataka
Experience: 22 years

II A
Analysis of Curricular Materials in Languages - Kannada

Part: A

General Information about Curricular Materials

1. Karnataka
2. Kannada
3. a) Textbooks & Supplementary readers
b) NIL
c) NIL
d) NIL
e) NIL
f) NIL
g) NIL
4. 9th Standard curriculum
5. 9th standard 2nd language Kannada
6. NCF 2005 and KCF 2007
7. 2013
8. DSERT Karnataka
9. Curricular development team
10. Distributed free of cost

Part: B

Curricular Materials for Language Education

1. English, Urdu, Tamil, Marathi, Telugu Medium
2. a) English, Urdu, Tamil, Marathi, Telugu as first language
b) Kannada as 2nd language
c) Hindi as 3rd language
3. From 1st to 10th class
4. They uses in inevitable situations

5. Yes
6. I Informative text
- a) SL No: 02 Aralikatte
 - b) SL No: 13 Vachanas
 - c) SL No: 14 Einstein and God
 - d) SL No: 15 Achara villada nalige
 - e) Sup reading 1. Water and its importance and pollution
2. Kuvempu vishwamanasa sandesha

II Argumentative

- a) SL No:08 Budda Sahebru
Betta hathiddu
- b) SL No: Bhishma Prathigne

III History

- a) SL No: 01 Belagu java
- b) SL No: 03 Atta hathabeda
- c) SL No: 05 Avaru mathu navu
- d) SL No: 07 Thottilu thuguva hadu
- e) SL No: 09 Maregelasada hennu magalu
- f) SL No: 11 Honneya Marada Neralu
- g) SL No: 13 Vachanas
- h) SL No: 15 Achara villada nalige

IV Graphical

- a) SL No: 02 Arali katte

V Autobiography

- a) SL No: 10 Mahathmagandhi Rastheya Hostel

VI Biography

- a) SL No: 04 Avare Rajarathnam
- b) SL No: 06 Pro. Karimuddin Sahebru
- c) SL No: 12 Pandithyada D L Narasimhachar

7. a) Gender bias in there a tendency to be in favour of male
Example:- In 16th main unit 3 supplementary reading unit only 03 unit is representing feminine gender.

SL NO: 07 Thottilu thuguva hadu

SL NO: 09 Manegelasada Hennu Mangal

SL NO: 10 Vachanagalu

In 16 Author only one Lady Representation

D) Environment factors described in some unit

Example: SL NO: 02 Aralikatte

SL NO II Honnemarada Neralu

Supplementary reading 01 Water its importance and pollution.

8. Yes.

Example: SL NO: 01 to 16 main unit and 3 Sup reading (except unit no. 08 Buddasahebru betta Latthiddu)

9. Yes.

Example: SL NO 12 Pandithyeda D L Narasimhachar, for Linguistic representation.

SL NO: 06 Prof. Karimuddin Sahebru

SL NO: 14 Einstein and god, for cultural Diversity.

10. Yes.

11. a) For Language comprehensibility so many language excercises are there in the textbook like

1) Question

2) Grammar

3) Essay

4) Letter writing etc.

b) For ideas and themes: almost all the units have some ideas and theme.

c) 16th main unit and 3 supplementary reading is not a physical load.

12. Yes, leaner centered. All the languages and grammar activities and lessons, poems structural for language comprehensibility.

13. Yes, there is a multi-lingual contexts in the curriculum materials

Example: Kannada, Sanskrit, English. Persian, Arabi words are used in book. (U.No. 06, 10, 12, 14, 16)

14. Yes, the curriculum materials to use other resources like print media and internet.

15. Yes.

a) For listening Skill- loud reading and model reading

b) For speaking Skill- questions use in our own words, opposite words opposite gender etc.

c) For Reading Skill- Loud reading of the prose and poem by the students.

d) For writing Skill- unit test, home-work, tests, exams, grammar and language excercises question and answer.

16. Yes, curricular materials have highlighting local population and culture. Almost all the authors and poets are local, all units excepts unit no. 14 highlighting local culture. (Einstien and god)

17. Yes.

Example: Unit No. 01 Betages Java

Unit No. 02 Aralikatte

Unit No. 03 Atta natha beda

Unit No. 05 Avaru mathu Navu
Unit No. 07 Thottilu tauguva nadu
Unit No. 08 Budda Sahebra betlahattidu
Unit No. 09 Mavegelasada Hennumagalu
Unit No. 10 Mchathmahandu Road hostel
Unit No. 11 Honnemarada Neralu
Unit No. 13 Vachanas
Unit No. 15 Achara Villada Nalige

Supplementary reading: Water its importance and Pollution.

18. Problems solving and Critical thinking have been integrated in the lesson

Example: Unit 02 Aralikatte

Unit No. 03 Attahatthabeda
Unit No. 05 Avaru Mathu Nadu
Unit No. 09 Manegelasada Henu Magalu
Unit No. 10 Mahathmagandhi Road Hostel
Unit No. 15 Achara Villada Nalige
Unit No. 16 Bhisma prathigne
Unit No. 13 Vachanas

Presentation and organisation

(Pedagogical Validity)

1. Yes, units have been graded easy to difficult known to known, familiar to unfamiliar.
 - a) Yes. Pre-reading / warm up / introduction through pravesha and ashaya of all units.
 - b) While reading listening speaking and reading skills will develop.
 - c) Post reading there are so many grammar, language exercise and questions framed for language comprehension.
 - d) For vocabulary oral test, gave opposites give other gender oral grammar test etc.
 - e) Language items like grammar in all units language exercise are given.
 - f) For listening and speaking loud reading for listening oral test for speaking
 - g) For writing home-work unit test, test. Exams. Copy writing. Essay, letter writing, grammar etc.
 - h) For study skills supplementary reading is including in the text.

- a) Pre reading / Introduction / warm up/ Pravesh and Ashaya tells us the theme and list of the unit and aim or vision of the author / poet
- b) While reading so many grammar activity are conducted by the teachers
Example: write opposite, write opposite gender, use in your own words, meaning of the words, grammar aspects of the words etc. for languages comprehension.
- c) Post reading:
 1. Yes, Exercise have some information factual, thought proking question
 2. Yes.
 3. Language and grammar exercises and activities are given as post reading activity.
 4. Yes, post reading activities through proking questions allow learners to revisit the text more than once and inspire them to refer grammar and library books unit no.
 5. Most of the activities of activity column enable the learners to connect with the world outsides.
Example: a) collect the different types of Leaves and Medians leaves.
b) Collect siddalingaih's books.
c) Visit historical places like srirangapatna
d) Collect information about local experts
e) Collect folklore songs etc.

Skill and Competency focus

1. Yes, so many languages grammar exercises and activities are prescribed in the curricular materials are promote mostly of the language.
2. Yes, most of the activities of the activity coloum enable the learners to connect with the inviting collecting, greeting, describing etc.
3. Yes, curricular material have incorporated study skills, ex: a) collect information about local experts
b) Read the source book
c) Do the project etc.
4. Curricular materials gave weightage to the below average above average and average students.
5. No text or/ and activities are highlighted issues related to people with special needs.
6. No.

Effectiveness and approach and methodology

1. Almost all the lessons and poems provide meaningful contexts to learn languages.
2. The curricular materials based on integrated approach, constructive approach and spiral approach, context organised in constructive way to language

comprehension. Grammar items are organised in spiral approach, themes and moral integrated in the context.

3. Group activity like “collect different types of leaves”
Language game like “tell the opposite.” “Word Puzzle” etc.
Role play like “act like a manrglasada Henumagalu” “Bhisha Prathigne”

Guidance for Teachers and learners

- a) No
- b) No
- c) No

Assessment / Evaluation

Assessment activities are well designed in the exercises
Example: questions, grammar, activities, project works etc.
Physical aspects

1. Yes
2. Front size ok
3. Layout ok
4. Quality of illustration is good

Suggestion:

Ask questions on moral or theme?

Evaluation profile:

10. M.R Suresh BRP BRC srirangapatna
M.A., M.Ed – 31 years
11. M.S Muralidhara M.A., M.Ed, KBS
Lecturer DIET chamarajanagar – 18 years
12. T.V Nagaveni
Lecturer Urban DIET Bengaluru.

II A

Analysis of Curricular Materials in Languages - Kannada

Part A General information about Curricular Materials

- 21 Name of the state: **karnataka**
- 22 Subject: **third language hindi**
- 23 Types of curricular materials available / used: **available**
 - a. **Textbooks** / supplementary readers / workbooks
 - b. Audio-video
 - c. Newspaper / magazines/ journals /etc Multimedia resources and programmes
 - d. **Teacher's handbooks**, teacher edition of the book, manuals, etc.
 - e. Multimedia resources and programmes
 - f. Internet resources
 - g. Any other
- 24 Name of the curricular material: **हिंदी वल्लरी**
- 25 Class: **9th standard**
- 26 Whether based on state curriculum framework or national curriculum framework (Mention year): **ncf-2005 & kcf 2007**
- 27 Year of publication/reprint: **2013**
- 28 Published by: **Karnataka textbook society, Bangalore.**
- 29 Author/Authors / Curricular development team-**Enclosed**
- 30 Whether the curricular materials are priced or distributed free of cost: Rs 14/-

Part B Curricular materials for Language education

36. Medium of Instruction in the schools: **kannada English ,hindi, Marathi.urdu**
37. Status of English language: **Second language** / Third language
38. Introduction of English from-**1st std** class
39. Do teachers use children's mother tongue / home language pedagogy to teach English, other languages or other subjects? **yes**
40. Do curricular materials include authentic* texts? **yes**

41. Do the materials include different genres / registers? Select from the list below and give examples:

Informative text / argumentative / discursive / literary / graphical / travelogue / diary entry / travelogue / autobiography/drama/media writing, etc.

Informative text – खेलो, कूदो और स्वस्थ रहो, Dairy-हामिद खाँ, travelogue – बस की यात्रा, literary-बाहुबली, drama-भीम और राक्षस, autobiography-मेरा बचपन

7. Whether the curricular material sensitises learners to the immediate social / physical environment?

- Gender
- Peace –हामिद खाँ,
- Heritage craft-नहीं
- Environment- हिमालय की बेटियाँ, वृक्ष हमारे साथी
- Persons with Disability-□□□□
- Any other –राष्ट्रीय भावैक्य (पाठ का शीर्षक-हामिद खाँ)

8. Are the curricular materials developed / selected as per the age and interest of the learners? Give examples. हाँ (खेलो कूदो और स्वस्थ रहो।)

9. Do the materials present linguistic and cultural diversity? (Illustrate with examples)

10. Is there scope to modify / redesign the curricular materials as per the requirement of the learners? – **yes it is only while teaching in the class room.**

11. Are the curricular materials learner friendly in terms of

- Language Comprehensibility? -no
- Ideas and themes?-no
- Physical load / volume?-too much for this stage. Very heavy carry.

(Illustrate with examples)

12. Are the curricular materials learner centered?

- Activities/tasks-no-teacher centered.
 - Lessons –o,k (10 lessons -6 poems and 3 supplementary lessons)
- (Illustrate with examples)

13. Are there multi-lingual contexts in the curricular materials that can engage learners? Yes/No. Give examples in support.

Lesson-no.3,4,6,9,10 (translation hindi to kannada &kannada to Hindi)

14. Is there scope in the curricular materials to use other resources like Newspaper, print media, electronic media, internet, etc?

Yes-swamy vivekananda

15. How are the curricular materials designed to develop basic skills of language (LSRW)? (Illustrate with examples for each skill) **yes (LRW) no importance has been given to speaking.**

16. Do the curricular materials have texts / activities highlighting local population, craft, culture, etc.? (Illustrate with examples) **no**

17. Do the curricular materials provide opportunity (through tasks and activities) to connect learning to the children's real life experiences / situations? (Illustrate with examples) **yes**

In lesson- **गुलाब सिंह, खेलो कूदो और स्वस्थ रहो।**

1.8 Explain how problem solving and critical thinking have been integrated in the lesson/activities. (Illustrate with examples)- **मौसी और हामिद खाँ**

Presentation and organisation (Pedagogical validity)

12. Do you feel the lessons / units have been graded? (easy to difficult, known to unknown, familiar to unfamiliar)

How has the lesson / unit been organized to fulfil the objectives of language teaching? Does the lesson include the following? (Please give examples while answering the sub-parts given below)

- a. Pre-reading / Warm up / Intro. **yes**
- b. While reading- **yes**
- c. Post reading (comprehension)- **yes**
- d. Vocabulary- **yes**
- e. Language items (grammar)- **yes**
- f. Listening and speaking- **listening opportunity is there.**
- g. Writing- **yes, (assignment, and question and answer.)**
- h. Study skills- **yes (assignments)**

a. Pre-reading / Intro. / Warm Up

Is there scope for connecting the learners' previous knowledge to the ideas in the text? - **no**

b. While reading

Are there any activities while reading the text for comprehension? - **no**

c. Post reading

- vi Does it have informative / factual questions? - **yes**
- vii Does it have inferential questions / open ended / extrapolative?

- अपपप What type of post reading activities have been given?-1. कजाकी, 2.वीर बालकस वृक्ष 3.हमारे जीवन साथी,
- ix Do these post reading activities allow learners to revisit the text more than once? -no
- x Do the post reading activities enable the learners to connect with the world outside? Please give examples.-no
13. Are the instructions the comprehensible to (a) the teacher (b) learners? -yes
14. Comment on the suitability of illustrations with examples.

Skills and competency focus

1. Do the curricular materials promote mastery of the language system, vocabulary, grammar, spellings, punctuations and pronunciation?-yes
2. Do the curricular materials develop communicative competency? Eg. Language functions like enquiring, inviting, describing, and apologizing (Illustrate with examples)
3. How have the curricular materials incorporated study skills? (Reference techniques, note-making, summarising, picture reading, etc.) Are these authentic? Give examples to illustrate.no
4. How do the curricular materials cater to learners at various levels of learning? (Give examples)
5. How have the curricular materials highlighted issues related to people with special needs through texts and activities? No light is thrown on this .
6. Is the language used in the curricular materials gender sensitive? Give examples in support.no

Effectiveness of Approach and Methodology:

1. Do the lessons provide meaningful contexts to learn the language? Illustrate with examples.yes most of the lessons.
2. Which approach are the curricular materials based on? Illustrate with examples.-no
3. What kind of activities have been given in the materials -pair / group work, role play, games, simulation, visualization etc. Give specific examples per activity.

Guidance for Teachers and Learners:

- 7 Do the curricular materials give the teacher guidelines for preparing and transacting lessons?-no
- 8 Does the teacher have the freedom to adapt and modify the materials? Yes/No. Give reasons/examples in support.no
- 9 Is there any advice given to students about how the books could be most effectively used?no

Assessment / Evaluation

Do the curricular materials have assessment activities integrated into them? If yes, how are they given? (ask questions, activities or project work etc?)

Expression,one sentence to five sentences questions. No projects.

Physical Aspects

7. Do you feel the curricular materials are well-printed, clear and attractively laid-out? **yes**
8. Is the book single colour or four colour? –**multi colour**
9. Comment on the following:
 - a. Font size-**good**
 - b. Design-**good**
 - c. Layout-**good**
 - d. Quality of illustrations-
 - e. Quality of paper-**60gsm**
 - f. Binding-**good**
 - g. Any other aspect- **photos of jnanapeeth awardees are printed in the back page.easy to carry.**

* Nunan and Miller (1995) define authentic materials as those which were *not created or edited expressly for language learners*. This means that most everyday objects in the target language qualify as authentic materials. The following list, although not exhaustive, provides a wide sampling of authentic materials that can be used in the LCTL classroom.

Day to day objects:

- train schedules
- pictures of road signs
- business cards
- labels
- menus
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- receipts
- currency

Broader:

- music
- literature
- newspapers
- televisions programs
- radio broadcasts
- film
- internet websites

(Ref: Nunan, D., and L. Miller, eds. 1995. *New Ways in Teaching Listening*: Alexandria, VA: TESOL)

Evaluator's profile :-

1.Name:

- 1.Syeda Ruksana Bulquees, B.A, M.ED. Senior lecturer, Diet, Bangalore.(Urban Dist)
- 2.Dr.S.Viji. M.A, M.ED, PH.D Asst. teacher (Hindi) Mysore. Served in Mid-day Meals.

15 years of teaching experience, involved in Hindi Text Book preparation, Training modules preparation and teaching activities.

II.B

TOOL FOR SOCIAL SCIENCE CURRICULAR MATERIAL ANALYSIS

To be specific, the tool you are holding now aims to help us understand how the materials in the states are developed in social sciences or social studies. Items raised in this tool require responses associated with (i) the processes involved in the development of learning materials including textbooks; (ii) achieving the objectives of teaching social sciences as envisaged in the curricular framework and syllabus; (iii) promotion of social science education and (iv) the extent to which national curricular concerns are addressed in the learning materials. Kindly analyse the materials using the guidelines given and elicit your views from the critical perspective. We thank you very much for your cooperation and support.

Basic details about the material

Part A General information about Curricular Material

1. Name of the State: Karnataka
2. Subject: Social Science
3. Types of curricular materials available/used:
 - a) Textbooks and reference books.
 - b) Audio-video not used
 - c) Multi media materials used : No
 - d) Teachers hand book teachers edition of the books manuals: It is in the process of development. Instead of hand book there is sourcebook for teachers.
 - e) Multimedia resources and programmes : It is in the process of development.
 - f) Internet resources:Yes
 - g) Any other: Places of historical importance and connected with text.
4. Name of the curricular material: History, political science, geography, business studies ,economics and sociology.
5. Type of curricular material: Printed text book.
6. Class: IX

7. Whether based on state curriculum framework or national curriculum framework (Mention year):N.C.F 2005 and KCF 2007
8. Year of present/ latest publication/reprint:2013
9. Published by: Karnataka Text book Authority.
10. Author/Authors / Curricular development team:

	History	Geography	Pol.Science	Sociology	Economics	Bus.studies
Chairman	Dr.Vijay Poonachha	Prof.Manjunath	Prof.P.A.Kumar	Dr.Laxmipathi	Not given	Dr.Uday Kumar

There are 18 members in the text book committee but only one lady representation.

11. Editors: Editorial Committee: Dr.R.L.M Patil, Dr. Eshawarappa, Sri.Ramaprasad.
12. Total number of pages in the material: IX standard text book on social science has 282 pages. Excluding cover pages.
13. Whether the curricular materials are priced or distributed free of cost: NO. Suggestion Class I to X govt and aided and unaided schools, curricular material must be printed and distributed freely so that the teacher will be better informed in the classroom transactions. It is suggested to publish in the govt website for all.

In Karnataka Text books are distributed freely for govt and aided school children for class I to X. Unaided School must buy the text books by placing indent and they have to pay the price of the text book. The IX standard Kannada medium text book priced at Rs.38 and English medium book priced at Rs.31. But it is not available for public. It is better if the text books are available for public on price basis for the public. It is also suggested to distribute free of cost for the unaided school children. for all the classes.

Part B.

(iii) Development Process

1. What was the mechanism used to develop this curricular material?
Formation of the subcommittees of authors for various parts (History, political science, economics, geography and sociology) of the textbooks.
Five meetings were conducted at various places to discuss the prepared materials. It was scrutinized by the separate committee and edited by the separate committee.(as told by Mr.Sathyaprakash member of text book committee)
2. Did you meet with any obstacle while developing the curricular material? If yes, describe how you overcame those obstacles. If no, what were the mechanisms available that facilitated the smooth development of this material?
Yes. The obstacles were overcome after duly discussions were held with the experts. For example some of the religious concepts which were tricky were solved.
3. Did you revise the textbook/other material based on the NCF 2005? If no, when did you revise the textbook? Mention year.
No. New text books published in the year 2013-14.

4. If the curricular material is based on NCF 2005, was there any difference in the mechanism used to develop this material? No. NCF 2005 and KCF 2007 were followed.

(iv) Content and Pedagogy

Content

24. What is the nature of organisation of chapters in textbook/other material? For example, in NCERT, four textbooks – one each for history, geography, political science and economics has been developed. What is the approach followed in your state? Do you bring out one textbook in which topics related to each subject area (history, geography, political science and economics) are presented? If yes, how do you find it different from the NCERT’s textbooks? If no, are you planning for the same?

As it is recommended in KCF 2007 that the Social science curriculum of classes 8 to 10 framed with the following proportion of weight age given to the different studies.

	History	Geography	Pol.Science	Sociology	Economics	Bus.studies
Percentage	30%	15%	15%	15%	15%	10%

j.

No separate text book for each subjects like NCERT in our State. One text book containing thirty four chapters in which all the above parts are covered.

1. To what extent the contents of the learning material meet

d. Overall objectives of the teaching social science,

The State has accepted most of the major recommendations of the NCF-2005. At the same time the States policy taking into consideration some of the states specific issues and modified the recommendations of the NCF-2005 to suit the state’s needs with overall objective of developing critical thinking, Indian values, competencies and knowledge and allround development of the child.

e. learning objectives of history, geography, political science and economics and

f. unit-wise objectives provided in the syllabus (state/NCERT)?

Objectives like critical thinking, decision making and critical reflections on social issues have been incorporated in the text book.

For example a unit in Political Science like meaning and organs of Union government has been dealt with the objectives like understanding, formation and functions of the union government.

In Geography a unit in chapter Karnataka our State- Water Resources has been discussed with the objectives to understand water resources- Tanks, Canals and Rivers.

3. To what extent do you find content in learning material is authentic and accurate? Give details.

It has been authenticated as the material is prepared consulting the experts and the various reference books , materials and related websites. For example in history chapter number 4 the works of Ramanujacharya were discussed and confirmed with the chairman of Ramanuja Foundation , Melukote. In the same chapter about Basaveshvara, many issues were discussed with the Karnataka Veerashaiva Vedike and confirmed.

4. How this material helps learners in building foundation for learning social science concepts?

The materials helps learners in building foundation for learning social science concepts. For example –Forming of Constuient Assembly and Framing of the Constitution. It helps the learner to know about pains taken by the committee members to frame the constitution headed by Dr. B.R.Ambedkar.

5. How were the contents organised? Are they presented following any specific approach? For instance, NCERT social science textbooks followed the thematic approach to organise the components of social science syllabus. How do you describe the approach followed in the presentation of contents in the learning material?

The contents are organized on integrated approach and thematic approach in particular. Spiral approach for chapters like family in Sociology has been adopted.

6. NCF 2005 suggested to move from using the term, “civics”, to “political science” also change the way political science topics presented in textbooks. Do you think this has happened in this learning material? If not, what are the views of curriculum developers in your state? (please give details)

YES. Civics to political science has been incorporated in Karnataka also.

7. Whether the contents have linkages with lower (upper primary stage) and higher (higher secondary stage) classes? Are social science concepts arranged sequentially building on what was learned in the past and move on to higher level? Support with examples.

Yes. For Example in 6th, 7th History part have been given in a very brief manner where as the same content have been given in detail in 8th, 9th and 10th standards. Eg. The South Indian dynasties , The Moghals, The British History etc., The sequential arrangement on chronological basis is followed.

8. Whether the learning material provide scope to and help students to develop critical (opposed to superficial, know both ‘pros’ and ‘cons’) understanding of society? Yes/No. Support with examples.

Yes. The students are made to know about the advantages and disadvantages of the community life in rural and urban areas. In sociology chapter City and other communities.

Children know some of the facts through mass media and they compare the reality of their neighbourhood.

9. Does the content of each chapter adequate help through a variety of contents for the learner to develop understand social science concepts?

Yes.

10. How do the contents / tasks / activities given in the learning material promote the following academic and social skills?

- a. Knowledge base – Lessons in History and Geography
- b. Sensitivity to others' well being and feelings – Lessons in Sociology.
- c. Rational / critical attitude- Lessons in Economics
- d. Learning to learn – Lessons in Business Studies and Political Science.
- e. Work and ability to participate in economic life –Lessons in Business Studies and Economics.
- f. Appreciation of aesthetic aspects – Lessons in History and Geography

11. How does the content in the learning material take into account both rural and urban environments of various parts of the state / nation?

Proper weightage has been given.

12. How are local, national and global examples / events provided to illustrate the social science concepts? Are these appropriate to the topic / sub-topic discussed in the texts / chapters?

Yes. Many illustrations of social science concepts have been incorporated in Geography- Karnataka Geography, National integration in Political Science and Global aspects are found in History.

Yes. All these have been discussed in the various chapters and sub chapters.

13. Does the local content is sufficiently embedded with the social science concept? Yes/No. Cite an example from this material.

In Sociology chapter page 145 an example of local fair is given. But not sufficient

14. Are local / state specific issues incorporated in this learning material? If yes, give details. Yes. In Geography chapter number 2 specific places are correlated. For eg. Mangalore, Bhatkal, Malpe, Karwar, Belekere for ports. Shiradighat, Hassan, Sakaleshpur, Agumbe Ghat in Shimoga oranges for Coorg.

15. Does the learning material provide scope for critical, analytical and creative thinking? If yes, give details.

Yes. In the chapter Our constitution gives an ample opportunity for critical thinking. For analytical thinking in the chapter Indian Economics Zones. For Creative thinking chapters in Business Studies.

16. Does learning material have the scope to understand different types of pollution, sensitize students towards environmental concerns for example conservation, sustainability, judicious utilization of resources? If yes, give details. If no, what are your suggestions?

No. Pollutions and environmental problems are not taken care. In geography a chapter could have been included. It could have been included in Industries of Karnataka.

There are 10 chapters dealing with geography. Specially in the chapters 8,& 9. At the end of each chapter awareness of environment and hazards pollution could be included. Another point is with regard to judicious utilization of resources conserving the natural resources has not been given. The natural resources like water, forest , soil flora and fauna and herbal plants has to be taken care of. Children could have been given some impetus to conserve it.

17. Is the language used in the content based on local/state context? Yes/No? Give details. Yes: State language Kannada, other languages like English, Marathi, Urdu, Hindi, Tamil, and Telugu. In Karnataka there are few Malayalam schools, these schools should be provided with Malayalam books.

18. Is the textbook structured / presented in a manner that facilitate constructivism – engage students actively in the learning process and help them to comprehend social science concepts? Yes/No? Support with examples.

Yes. It helps in comprehending many social science concepts and which are constructive in approach. E.g. Management of business . Students are asked to arrange a function in the class they're asked to observe decision making process and principle of management practiced. All activities suggested in all the chapters are promoting children to construct concepts for better understanding and experienced learning.

19. Do illustrative examples and content narratives provide scope for self- motivation and self-learning? If yes, give details.

Yes: Various examples in the chapters from history makes them to learn about architectures of various culture which are self motivated. In the project work of all the topics this has been suggested. Mock parliament, mock court, mock parade,

mock battle area and enact play to cultivate national integration are included in the chapters to self learning.

20. Are there any issues that are likely to have an adverse psychological effect on students? If yes, please give details. No
21. Are social science concepts presented from multiple perspectives? Are they sufficient, insufficient / over emphasized? In case of yes, support with examples.

There are sufficient perspectives. The social science concepts from multiple perspective like socially sensitive issue social hierarchy, local, regional national factors essentials of Indian constitution, Introduction of commerce economics are sufficient .

Family system and neighbor-hood, the details Karnataka, its topography, natural vegetation etc.

22. Are socio-political, geographical and local concerns highlighted through multiple perspectives? If yes, support with examples.

Yes.

23. Do the illustrative examples / case studies / box materials presented in texts overpower the concepts supposed to be learned? Yes/No? If yes, give details.

There are illustrative examples are given. There is no case studies. There are box material in which additional information and some activities related to the concepts are given.

24. Do the recent reprint edition / revised textbook chapters provide updated data? Yes/No? If no, have you initiated the process of updation?

Not applicable.

Pedagogy

18. Is there any element of interactivity in the narrative? If yes, give details. If no, what do you suggest?

In the chapters there are no instances of interactive narrative. They could have been included. Eg. In chapters of sociology and business management.

19. Are textbooks containing of hands on activities and through productive work while presenting social science concepts? Yes/No? Support with examples.

Yes. Mock parliament

20. Do contents in the learning material reinforce social science concepts through productive work activities? If yes, how?

Yes In the activities like visit the companies with regard to product packages, share markets.

21. While illustrating a social science concept, does the learning material differentiate an example from non-example? If yes, identify the case and mention it.

No

22. Do you find illustrative examples that help students to apply social science concepts introduced in textbook in real life situations? If yes, indicate some examples.

Yes. To know land ownership children have been asked to meet the village accountant and get information.

23. Whether the textbook provide introductory note for students? If yes, give the brief of that note.

Yes. Beginning of the each chapter there is introduction which tunes them for the learning.

24. Is the main idea / purpose of chapter stated clearly in the beginning of the chapter?

Yes.

25. Does this learning material help to go beyond what is stated as content – referring to plurality of sources from where one can look for possible solutions to the problems? If yes, give details.

Yes. Activities are given to students to go beyond the source where they have to find the material. The main source is given to them is to consult the teachers. So the interaction between the teachers and students is highlighted. Apart from it in every page boxes are given with information.

26. Are there any specific guidance / training provided to teachers on how to use this material in the classroom? If yes, please give details.

No It Is planned for the next academic year.

27. Do you think teachers may require to use additional material to teach topics given in this learning material? If yes, please list the material.

Yes. Eg. Life of Christ, Mohmmed the prophet renaissance etc

28. Do you think the teachers can teach the whole learning material and complete the course within the given time? If not, give reasons. Also suggest measures to do so.

No. Teachers need orientation with regard to completion of the contents of the lesson and proper planning

29. Does the learning material give opportunities to students to do in-door and outdoor activities and observation to learn subject-specific concepts? Does the content encourage as part of activities to meet people, visit museums, zoo, farms, shops, neighbourhood localities, offices, etc.? Support with examples.

Yes. Visiting the national park museum in the chapter 1 – Karnataka OUR STATE.

30. Does the learning material enable and encourage students and teachers to use Information and Communication Technology while learning social science concepts? Support with examples.
Yes. Through GPS system they can know their places , the latitudes, longitudes, graph , the mineral sources, historical places. In each chapter activities are given to find out.
31. Does the learning material encourage teachers to use teaching aids other than ICT? Support with examples.
Yes.

Socio-Political Concerns and Perspectives

8. Do you think this material fairly represents gender, class and inclusion issues? Support with examples.
Yes. Mother –father , children vÁ-Ä –vÀAzÉ, ¥Àw- ¥Àwä, ¢ÀÄPÀÌ¼ÄÄ, ¢ÀÄQÛUÀ¼ÄÄ ¢ÀÄPÀzÀ ¢ÀÄzÀ°UÉ ¢ÀÄiAvÀÈ¥ÉæÄÄÄ these words show that there is no gender disparity.
9. How and where this material integrate / incorporate the following aspects (describe the nature of integration and the page numbers)
- Trust : Family page no 131
 - Mutual respect : family page no 131
 - Respect for diversity : National Integration page no126 , socialization and family relationship page no 137
 - Human rights - human dignity and rights: Our Constitution page no 82
 - Interdisciplinary approach :Yes.
 - Gender concerns :Family page no 133 Ch.Vijaynagar Empire there is reference to Honnamma press reporter, Harriakka wrestler.
 - Equality of sexes: family page no 132
 - Adjectives used for boys and girls in examples: NO
 - Occupations used for women and men: In a joint family work is divided depending on the basis of sex, age and form of labour page no135
 - Less emphasize on portrayal of customary practices
 - Use of power relations (gender) in examples: Eldest in the family takes the decision (the word used is HE) page no 135 and 124 it is duty of the husband to look after his wife and children.
 - Tokenism in representation of gender concerns – integration
 - Showing women as agents of change: Mother is the first teacher.
 - Active versus passive role, dresses (veil, purdah):No
 - Positioning of men and women in visuals: Picture page no121
 - Gender-sensitive language ; Yes

10. Do the present content takes care of Children with special needs / inclusive education: NO. There is no reference for inclusive education. It is suggested in the ch. Population the specially challenged children data could have been given to highlight and care to be taken to address it.

- a. portraying characters within texts – use of terminology appropriate to children having hearing / visual / mental difficulty – use of positive loaded terminologies;
- b. Include characters having some difficulties of human beings / children as a contrast to ‘normal’ human beings / children
- c. font size appropriate to the children with learning difficulties
- d. giving illustrative example of how technology including ICT can be used by children having a variety of learning difficulties?
- e. Providing a summary / recap of each chapter / theme so as to facilitate students with reading difficulties?

11. Does this learning material include

- a. Discussion on India’s freedom movement? Support with examples.
 - b. Constitutional values (rights and duties)
 - c. National identity
 - d. Egalitarianism
 - e. Principles of democracy
 - f. Secularism
 - g. Protection of the environment
 - h. Removal of social barriers
 - i. Adolescence education and observance of small family norms
- The above points are taken care in the chapters in the political science. But there is no reference for protection of the environment.

12. Learning materials are expected to contain very few stereotypes / negative examples. Do you think this has been achieved in this material?

(Dr. Srinivasan – Please clarify with example) NO

13. Does this learning contain any kind of bias / stereotyped images in its content in the following areas? No

- a. Gender
- b. Religion
- c. Ethnic groups
- d. Caste
- e. Class
- f. Rural / urban
- g. Children having learning difficulties

14. Inculcating scientific temper / inquiry is one of the goals of school curriculum. It is also one of the fundamental duties of every Indian citizen. This means learners are expected to understand present their views on a concept using logic, avoid bias and preconceived notions. The learning materials are also expected to provide opportunities for discussion, argument and analysis of the issues. Students and teachers expected to provide opportunities to share different viewpoints on the issue.

Very little is said about Christianity and Islam. There are glaring mistakes in first chapter. The Kannada version looks like exact translation of English. The name of Pontius Pilate is translated as 'pandius pilate' Police arrested Jesus, Kannada version has given 'apostle'

As disciple the word for disciple is shisysas. The word apostle comes from greek word apostolai means disciple. The death of Jesus is given as 7/04/30. There is no historical proof for that.

Do you think this learning material provide space for scientific temper / inquiry?
Yes

15. Does the learning material contain illustrative examples from diverse cultures and also provide opportunities to understand India's common cultural heritage. Yes

16. It is expected that the social science learning materials present not only best and ideal examples to illustrate a concept but also illustrate social science concepts with the real life struggles of people. Do you find any such an attempt made in this learning material?
No

17. How does this material develop sensitivity and curiosity among learners on our social life?

In the chapters of sociology there is reference of family and community and life in the village and urban areas which depict sensitivity and curiosity.

18. Do you think this learning material helps learners to have a healthy engagement with life outside the school? How?

Yes: Having good relationship with her/his neighbourhood.

19. Do you think this learning material provide opportunities for young learners to understand the way society takes shape and function? How?

Yes

20. If the learning material is based on NCF 2005, how useful are the new topics included and the approach followed in the presenting the content?

Very useful

21. How does the learning material cater to the needs of different kinds of learners?

Assessment:

y

1. Does the learning material provide guidance on how learners can be assessed?
At the end of the each chapters question are given which are short type, easy, multiple type to assess the learning.
2. Is the assessment questions / activities inbuilt in different sub-topics of each chapter the learning material?
Yes
3. Do you think in-text questions help recap the important ideas presented in a sub-top, work as diagnostic assessment – help teachers to know whether the students have understood what was taught and breaking the monotony?
Yes
4. Does the learning material contain activities, illustrations, maps and diagrams? Are these sufficiently and appropriately placed?
5. Do you think teachers and students can do all the activities suggested in the learning material?
6. Whether the exercises given in the end of each chapter cover all the concepts / topics discussed in the chapter in terms of recapitulation and consolidation?

Yes
7. Whether the exercises given in the end of each chapter pertained to concepts / topics discussed in the chapter?
Yes
8. Do the narratives and exercises given in the textbook chapters promote self-assessment? Do you think questions raised in the texts (both in-text and end of chapter) provide scope for
 - f. Reflection
 - g. Analytical thinking
 - h. Problem solving
 - i. Creative thinking?Yes
9. Are there activities in textbook which can be done by children with visual / hearing (or other learning) difficulties?

No

Structural Aspects (Presentation, use of language and visuals)

1. How logically has the chapter been divided into sections / parts and paragraphs?
2. How far is the length of the chapter appropriate to the level of the target group?
3. Are content materials in the learning material presented in one or two columns?
4. How does the layout of the learning material enhance its readability?
5. Are the contents and illustrations presented in the text appropriate to the age /cognitive level of students?
6. Do you think the average length of sentence is appropriate to learner?
7. Does the text take into account coherence markers and connectors in an appropriate manner?
8. Does the language including style and vocabulary simple and comprehensible for the learner?
9. Does the text in the learning material use language pertaining to the specific subject (history, geography, economics and political science) sufficiently?
Yes
10. Are technical terms or concepts are also given either in brackets, glossary or both?
No
11. Do you find any linkage between unit to unit and within unit of the learning material?
There is no linkage in the chapters of History. But there is linkage the other part of the textbook.
12. Is the text likely to be interesting and enjoyable to the students? How far learning material can sustain learner's interest?
13. How far does the presentation of the content take cognizance of modern trends in teaching-learning processes?
14. How far the information / questions / case studies given within the boxes relevant for content enrichment?
Very useful
15. Do you think the illustrations are appropriately on the following aspects?
 - h. Size: Personality picture are given in passport size.
 - i. Relevance: Ok
 - j. Placement: Ok
 - k. Readability: Poor
 - l. Variety: Yes
 - m. Colour: Black and white
 - n. Caption: Ok
 - o. Explanation in the main content: Not much explanation is given in some of the chapters.
15. Does the textbook contain glossary in the end of either chapter or in the end of all chapters?

- No
16. Does the learning material includes topics other than / excluded those given in the syllabus? If so, mention them.
- No
17. How do you assess the following aspects of the learning material?
- Cover page
 - Printing quality
 - Font size of text materials
 - Clarity of visuals
 - Quality of binding: Can't comment. We have been given only finalized draft copy in black & white
18. Do you find error and discrepancy, if any in the names, places, outdated information, illustrations and exercises in this learning material? Mention with page numbers.

Evaluator's profile

- Name: Sri. P.S. Machchdo,
 - Academic and Professional Qualification: M.A., B.Ed.
 - Designation, organisation details and official address: Lecturer, CTE., Mangalore.
 - Professional experience: 19 years in the different fields of education
-
- Name: Smt. Manjula
 - Academic and Professional Qualification: M.A., M.Ed. B.Libsci
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 - Professional experience: 19 years in the different fields of education
-
- Name: Sri. Ningappa A.K.
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II.C

TOOL FOR MATHEMATICS CURRICULAR MATERIAL ANALYSIS

II.C KARNATAKA– MATHEMATICS

PART A. General Information about Curricular Materials

1. Karnataka
2. Mathematics
3. Text books
- 4.
5. IX std
6. NCF 2005 & KCF 2007
7. 2013-14
- 8.
- 9.
10. Free books for Govt. and Aided Schools, Sale books for Unaided Schools.
11. Kannada, English and minority languages.

PART B CURRICULAR MATERIAL IN MATHEMATICS

(i) Development Process:

- 1.
- 2.
- 3.

(ii) Content and pedagogy

Content

1. Yes objectives of arithmetic are met.
2. Orderly organized. There is specific approach.
3. Yes there is linkage from lower to higher classes.
Examples: Square roots, sets and statistics i.e. 8th, 9th and 10th.
4. It is necessary to include more verbal problems in square roots.
5. 1) Free from numerical errors.
2) Yes
3) Logical and correct
4) There is confusion between (\setminus) symbol and (-) symbol
Symbol for symmetric difference is to be explained.
6. Square roots.
7. Square roots and sets provide learning concepts for mathematical learning.
8. No they are adequate.
9. Within the limited chapters there is convincing arguments.

10. Geometry part of the text book (IX STD) is not supplied.
11. Geometry part of the text book (IX STD) is not supplied.
12. Yes. In Xstd Arithmetic Unit 1 Numbers, students learn about irrational numbers such as $\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$..., It helps them to learn Unit1 Surds, in Algebra.
13. Geometry part of the text book (IX STD) is not supplied.
14. Geometry part of the text book (IX STD) is not supplied.
15. Geometry part of the text book (IX STD) is not supplied.
16. No. To develop this competency in students, similar and varieties of problems are to be included in the text book
17.
 - a. Promotes.
 - b. promotes.
 - c. Promotes.
 - d. Promotes.
 - e. promotes. E.g.:- Commercial Mathematics.
 - f. promotes. E.g.:- construction, Graphs.
18. Mathematics is Universal. No discrimination.
19. Not seen in the available material.
20. Yes. E.g.:- 21. Yes. While solving problems
21. Yes
22. Scope is limited to see these aspects.

23. Language is local based.

c) Regarding symbols like \ symbol and symmetric symbol.

24. Yes sets and Statistics.

25. Yes during solving problem.

26. Content tally with syllabus.

Example: Square root, sets and statistics.

27. The material supplied is inadequate.

28. It is according to student age.

a) Yes

b) Yes

C) Yes

d) Yes

29. Not Known.

Pedagogy

1. Yes.

2. Yes, Commercial Mathematics

3. Yes. Commercial Mathematics

4. i) Yes.

ii) No.

iii) Yes

iv) No

5. Yes.

6. Yes. In the beginning of each unit, objectives are given. In some of the units introduction is also given.

7. Yes. In the beginning of each unit, objectives are given.

8. Yes. Concepts are enriched with details.

9. Yes. Content enrichment & Rachana trainings are given to teachers.

10. Yes.

11. No. In IX STD as there are 19 units, it finds difficulty in completing the material in given time.

12. Only few chapters give opportunity. E.g.:- Sets, Statistics, Commercial Mathematics

13. Yes. ICT in text, E.g.-Statistics- Graphical representation.

14. Yes. TLMs like Charts, models.

15. Source books for teachers and work books for students are necessary.

Socio Political concerns and perspectives

1. No

2. Not noticed in the available material.

3 .a)

b) Yes

c) Yes

d) Yes

e) Yes

4. Not noticed in the material.

5. Not noticed in the material.

6. More scope for abstract thinking.

7. Supportive.

Assessment

1. Yes

2. Yes

3. Yes

4. No (Some more problems to be included)

5. Yes

6. Yes (Additional problems given are in variety)

7. Yes

8. a) Yes

b) Yes

c) Yes

d) Yes

9. It is difficult for these children.

Structural Aspects (presentation use of language and visuals)

1. Logical

2.

3. Chapters are more

4. Enhance its readability

5. Yes

6. Yes

7. Yes

8. Yes

9. Yes

10. Yes

11. Yes (Interesting)

12. Yes

13. Enriches the contents

14. a) yes

b) Yes

c) Yes

d) Yes

e) Not Known

f) Not Known

g) Not Known

h) Not Known

10. Yes there is glossary

11. Not exactly known

12. Text book not supplied not known

13. Not enough materials supplied

14. Not supplied full material

Evaluator's profile

1. Name: B.G Sudha Mani

2. Academic and professional qualification: B.Sc, B.Ed, M.A

3. Designation, organization and official address: Lecturer D.I.E.T Chickabalapur

4. Professional experience: 27 years of teaching experience in Mathematics High school

1. Name: H. D. Prabhamani

2. Academic and professional qualification: B.Sc.Ed

3. Designation, organization and official address: Subject Inspector O/o DDPI,
Hassan-573201

4. Professional experience: Asst. Mistress in Govt. High School-26 years 8months (Block
Resource Person-1year)

Head Mistress in Govt. High School & CAEO-3 ½ years

Subject Inspector- 3years 9months

Total- 33years 11months

II. D

TOOL FOR SCIENCE CURRICULAR MATERIAL ANALYSIS

Part A: General Information about Curricular Materials.

1.	Name of the State	KARNATAKA
2.	Subject	SCIENCE
3.	Types of Curricular materials available/used:	
	a. Textbook/ Supplementary Readers/Workbooks/Exemplar Problems/Laboratory Manuals	Science Textbook
	b. Audio-Video	No
	c. Newspaper/Magazines/Journals/ etc. Multimedia resources & Programmes	No
	d. Teacher's handbooks, teacher edition of the book, manuals, kits, etc.	No
	e. Multimedia resources and Programmes	No
	f. Internet resources	No
	g. Any other	No
4.	Name/ Title of the curricular material (in hand for analysis):	Science Textbook
5.	Class	VIII

6.	Whether based on State Curriculum Framework or National Curriculum Framework (Mention Year)	Both NCF-2005 & KCF-2007
7.	Year of Publication/reprint	1912
8.	Published by	Karnataka Text Book Society (R), 100 ft Ring Road, Banashankari ^{3rd} Stage, Bengaluru-560 085.
9.	Author/Authors/Curricular development team	Science Text book committee headed by i).Dr. T.A.Balakrishna Adiga, Principal, Silicon city, P.U.College, Bengaluru. ii). Sri. A.B.Katti, Rtd Headmaster, Sheshadripuram High School, Bengaluru. List is enclosed.
10.	Whether the curricular materials are priced or distributed free of cost	Textbooks are made free for all the Students who are studying in Government & Government Aided Institutions. It is priced for the Un-aided Institutions & made available to them on indent basis.
11.	Language (in which the material is published)	It is published in South Indian Languages such as Kannada, , Tamil, Telugu except in Malayalam. Also in English Urdu & Marathi. Suggestion is it should have been even in Malayalam.

Part B Curricular material in Science.

	(i)	(ii) Development Process
1.	What was the mechanism used to develop this curricular material?	A core committee framed at Government level in different subject areas. Accordingly, Science Text Book Framing Committee is framed and finalized the curricular materials including Textbook/s.
2.	Did you meet with any obstacle while developing the curricular material? If	As per the opinion of one of the members, time was the main constraint met during

	yes, describe how you overcame those obstacles. If no, what were the mechanisms available that facilitated the smooth development of this material?	the preparation of the curricular material/s. Hence, pilot projects were not taken up to try out the materials prepared.
3.	If the curricular material is based on NCF 2005, was there any difference in the mechanism used to develop this material?	The Science Subject core committee decided & based curricular materials not only on NCF 2005 but also on KCF 2007.
(ii). Content and Pedagogy Content		
1.	To what extent the contents of the learning material meet	
	a. Overall objectives of the teaching science,	Yes. Not given in the textbook.
	b. Learning objectives of biology, chemistry & physics,	Yes. But it is not found in the textbook
	c. Unit-wise objectives provided in the syllabus (State/NCERT) Support with examples.	It is given in the beginning of each unit. Majority of the objectives stated are related to Cognitive domain, which is followed by Psychomotor but not for Affective domain.
2.	How are the contents organised? Are they presented following any specific approach? For instance, NCERT textbooks follow the thematic approach (food, shelter,...) to organise the components of different subjects. How do you describe the approach followed in the presentation of contents in this learning material	Maximum of thematic approach is followed in the present textbook according to NCF-2005. Issue based approach is wanted.
3.	Whether the contents have linkages with lower (Upper Primary stage) and higher (Higher Secondary stage) classes? Are scientific concepts arranged sequentially building on what was learnt in the past and move on to higher level? Support with examples.	Yes. It is followed. But we are not having a knowledge about 7 th standard syllabus because 7 th standard syllabi is not yet revised. 1)The chapter Beyond the earth is linked with space science of the 9 th standard 2) Energy and its form the chapter 10 in 8 th standard linked with energy, work and Force of 9 th std.

		<p>3) the chapters 11,12, and 13 are linked with the chapter materials chapter of 9th std</p> <p>4) The chapter 8 & 17th, the colourful world is linked with 4th chapter, "how things work of" 9th standard</p> <p>5) the chapter 3,4,11 of 8th std linked with 3rd chapter of 9th std ie materials</p> <p>6) chapter 1 is linked with chapter of environmental science of 9th std and chapter 5,6 & 7 are linked with</p>
4.	Does the content of each chapter is adequate to help learners through a variety of contents to develop understanding of the scientific concepts?	Yes.
5.	To what extent do you find content in learning material is authentic and accurate? Give details keeping in view the following questions	
	a. Is the content free from factual & numerical errors?	Yes.
	b. Is the information and scientific data, tables, etc. are up to date and correct?	Yes.
	c. Are scientific explanations logical and correct?	Yes.
	d. Is there consistency in the use of symbols & notations?	Yes.
	e. Are the scientific facts appropriately stated?	Yes.
	f. Is authentic source of information quoted?	No. not involved
6.	How this material will help learners in building foundation for learning	Yes to little extent. It provides. However, in the chapter 20 Reproduction in Higher

	scientific concepts? Explain.	Plants activity No. 20.1 gives all the hints to the learner. These kind of activities are required. majority of activities are teacher centered and some activities are students themselves involved Ex. 10.1,10.2, 4.2,4.3,4.4,5.2,6.7 etc.
7.	Does the learning material provide situations that help students to develop their own explanations that are meaningful, define some concepts, experiment or extending the meaning of concepts to new situations? Support with examples.	Yes, in the chapter Force and newtons law of motion, the students can give their own explanation for inertia and newtons laws. Study of chemicals may help them in understanding the use of Baking soda & Washing soda .
8.	Does the learning material show inadequacy of the symbols, concepts, diagrams, experiments, explanation of the scientific phenomena?	No
9.	Does the learning material develop convincing explanations for the scientific phenomena/concepts based on experiments/evidences?	Yes, Every unit has number of given activities to explain scientific phenomena
10.	Does the learning material provides opportunities for knowing that	
	I. There is a cause behind every effect.	Yes
	II Evidences are needed to explain any scientific phenomenon	Yes. However, it would have been better if there are issues related.
	III Concepts in science have linkages with the other subject areas.	Yes. Units like Food Production, Beyond the earth, Chemicals in our daily life are quotable. Astrophysics is having a linkage with geography. And has a link with mathematics
	IV. Experiments/observations are essential to construct scientific knowledge	Yes, To certain extent.
11.	Does this material provide opportunities to students to create new experiments going beyond textbooks to prove some phenomena?	Yes, There is more opportunities to the learners to go beyond the textbook.

12.	Does it provide situations to the students to appreciate the integration of biology, chemistry & physics and also other subject areas such as mathematics, social sciences, arts, etc.,?	Yes. Classification of Soil, Communication gadgets, Food & its Constituents are quotable.
13.	How do the contents/tasks/activities given in the learning material promote the following academic and social skills?	
	a. Knowledge base	Highly informative. Gives much importance to the development of Cognitive domain followed by psychomotor domain.(skill based)
	b. Sensitivity to others' well-being and feelings	There is more scope in the chapters like Chemicals in our daily life, Communication gadgets, World of Sounds, Classification of living Organisms, etc.,
	c. Rational/Critical attitude	Students may find it difficult
	d. Learning to learn	Yes.
	e. Work and ability to participate in economic life	Yes. Chapters like Communication gadgets, Food Production , Beyond the earth, Our colourful world, etc introduce them to the world of work
	f. Appreciation of aesthetic aspects	There is plenty of scope in the chapters like Our colourful world, Communication gadgets, Classification of Living Organisms, Study of Cells, and environmental study
	g. Scientific temper (discarding dogmatic belief based on evidences/experiments/logical reasoning)	The activities/experiments given in each unit are really help the learner to develop scientific temper/ attitude
14.	How does the content in the learning material take into account both rural and urban environment of various parts of the state/nation?	Content is more suitable for urban students than rural.
15.	How are local, national & global examples/events provided to illustrate scientific concepts? Are these	Not sufficient. Examples are in general. In one unit Classification of Living organisms there is an attempt to bring about local

	appropriate to the topic/sub-topic discussed in the texts/chapters?	examples (Activity 6.6)- What is cat called in Kannada, Tamil, Telugu, Malayalam & Hindi?
16.	Does the local content /issues are sufficiently embedded with the scientific concept? Yes/No. Cite an example from this material	No. There is scope to provide examples in some of chapters like Food production- soil and water management
17.	How do you find content providing adequate space two child's context? For example knowledge of a tribal girl about flora-fauna of her village.	Not at all seen in the analyzed material
18.	Does the learning material provide scope for critical, analytical & creative thinking? If Yes, give details.	Yes there is a plenty of scope in the units like Classification of Living Organisms, Evolution, Communication gadgets, Colourful world, etc.,
19.	Does learning material have the scope to understand different types of pollution, sensitize students towards environmental concerns for example conservation, sustainability, judicious utilization of resources? If yes, give details. If no, what are your suggestions?	Yes especially in the unit Food Production-soil, but pollution related to soil is not seen. Likewise in the unit World of Sound also, pollution related issues are not given.
20	Is the language used in the content based on local/state context? Yes/No . Give details keeping in view the following indicators	
	a. Readability	Yes
	b. Comprehensiveness	Yes
	c. Use of Standard symbol	yes
21	Is the textbook structured/presented in a manner that facilitate constructivism-engage students actively in the learning process and help them to comprehend scientific concepts? Yes/No. Support with examples	Yes, Ex. In the construction of food web, food pyramid, in soil testing activity , classification of plants and animals etc. can be quotable
22	Are there graded examples, illustrations, explanation and experiments? Do illustrative examples and content narratives provide scope for self-motivation, self-learning investigatory projects? If yes, give details.	Yes, In the world of microbes activity 7.1 to7.4 are self-learning activities.

23	<p>Are the examples appropriate to the text? Do they-</p> <ul style="list-style-type: none"> • Have a fair representation of gender and class • Have localized examples incorporated • Have representation of people/examples, no stereotypical? <p>Support with examples.</p>	<ol style="list-style-type: none"> 1) No women representation 2) No localised examples are incorporated 3) no
24	<p>To what extent the content tally with the syllabus requirements. Give details.</p>	<p>Syllabus not available ,so cannot be predictable.</p>
25	<p>Are there diagrams, experiments, biography of scientist (including women scientists), etc., rather than only information? Are these adequate? If yes, to what extent these help in enhancing students' interest in science? If not, what are your suggestions?</p>	<p>Yes there are diagrams, experiments and biography of scientist are included but not of women scientists Yes, there discoveries/inventions may definitely bring the positive attitude</p>
26	<p>Do you think the content presented makes students feel stressed as they are not able to read difficult language and understand the concepts? If yes, please give details keeping in view the following and supporting with examples</p> <ul style="list-style-type: none"> ▪ Is the depth of the content appropriate according to age of the students or it is shallow or too rigorous? ▪ Is the content matter properly linked with the previous knowledge? ▪ Whether new topics introduced start from the introductory level? ▪ Whether there is a correlation of subject from unit to unit or within the unit? 	<p>Yes</p> <ol style="list-style-type: none"> 1) Depth of the content is in accordance with the age of childrens 2) Yes 3) Introduction is there, but requires improvement 4) Not found
27.	<p>To what extent the content gives the students opportunity of</p> <ul style="list-style-type: none"> ➤ Experimenting 	<ol style="list-style-type: none"> 1) Yes 2) Yes 3) Yes

	<ul style="list-style-type: none"> ➤ Performing various activities ➤ Creative thinking ➤ Project based learning 	4) Needs more input.
28.	Does the text take care of the historical perspective of development of science/concept. Support with examples.	No. In chapters like Evolution of Life, Study of Cells, Classification of Living organisms & so on requires historical background. But in Chapter Food & Its Constituents little historical background related to dietary fibres is given.
29.	Do the recent reprint edition/revised textbook chapters provide updated data? Yes/No. If no, have you initiated the process of updation?	Yes.

Pedagogy

1.	Is there any element of interactivity in the narrative? If yes, give details. If no, what do you suggest?	Yes but limited to one chapter Digestion & Respiration under interesting facts. This needs more attention to go for constructivism.
2.	Is curricular material contains hands on activities and productive work while explaining about scientific concepts? Yes/No. Support with examples.	Learners are involved but most of them are teacher-centered activities.
3.	Do contents in curricular material reinforce scientific concepts through productive work activities? If Yes, how?	Yes especially in the chapters like Food Production, Reproduction in Higher plants etc.,
4.	Do you find scope for students in the curricular material that help students to recognize the problems that arise from	
	a. Real life situations	Yes
	b. Observant of a physical and natural phenomenon	Yes
	c. Out of curiosity	Yes
	d. Explaining inadequacies in existing theories Please give details.	No
5.	Does the material also provide scope for formulating or stating the scientific concept/phenomena in students' own	Scope is there in most of the chapters.

	words? Does it provide scope for writing the statement in scientific forms using the existing symbols, notations, terms, etc.,?	
6.	How does the text at any instance attempt to	
	a. Break myths	No
	b. Sensitize students on existing taboos	
	c. Encourage student to think independently	Yes
	d. Provide enough scope for participative discussion	Yes in the chapters like Classification of Living organisms, Food Production, Colourful world, Communication gadgets etc.,
	e. Break gender stereotypes Support with examples	No
7.	Whether the material/textbook provides introductory note for students? If yes, give the brief of that note.	Introductory note in all the chapters is very brief and not very attractive
8.	Is the main idea/purpose of chapter stated clearly in the beginning of the chapter?	Yes through objectives of each unit.
9.	Does this learning material help to go beyond what is stated as content-referring to plurality of sources from where one can look for possible solutions to the problems? If yes, give details.	Yes. Chapters like Evolution of Life, Food Production, Beyond the Earth, Classification of Living organisms can be quotable.
10.	Are there any specific guidance/training provided to teachers on how to use this material in the classroom? If yes, please give details.	No. Teacher's Source book is required.
11.	Do you think teachers may require using additional material to teach topics given in this learning material? If yes, please list the material.	Yes. Reference books on chapter wise, different web sites, Source books, CBSE books, ICSE books, CDs etc.,
12.	Do you think the teachers can teach the whole learning material and complete the course within the given time frame? If not, give reasons. Also suggest measures to do so.	No. Syllabus is loaded with information. Some concepts are abstract in nature.
13.	Does the curricular material give	There is enough scope to the learner to

	opportunities to students to do in-door and outdoor activities and observation to learn subject-specific concepts? Does the content encourage as part of activities to visit other curricular sites for learning science e.g., to meet people, visit museums, farms, science park, exhibitions, neighbourhood localities, ponds, biodiversity park, etc.,? Support with examples.	go for outdoor activities. The chapters like Microorganisms, Living world, Beyond the Earth, Living Processes, Natural Resources etc.
14.	Does the curricular material enable and encourage students and teachers to use information and communication technology while learning scientific concepts? Support with examples.	Yes. Beyond the Earth, Life processes, Microorganisms, etc., provide scope to prepare slides, cds & so On.
15.	Does curricular material provides web links at the end of each chapter so that students can explore more going beyond textbook? Support with examples. Have you checked ever, if these web links are working?	No. Required.
16.	Does the curricular material encourage teachers to use teaching aids other than ICT? Support with examples.	Yes. Classification of Living organisms, Food production, etc.,
17.	What are your views on the use of guidebooks by the students and teachers, even though adequate curricular material developed by the state is available?	Not entertainable.

Socio-Political Concerns and Perspectives.

1.	Do you think this material fairly represents gender, class and inclusion issues? Support with examples.	No.
2.	How and where this material integrate/incorporate the following aspects (describe the nature of integration and the page number).	
	a. Respect for diversity	No
	b. Human rights-human dignity and rights	No
	c. Interdisciplinary approach	Yes. Chapters like Food Production,

			Environmental Science, Beyond the Earth, etc.,
	d.	Gender concerns	No Required
	e.	Occupations used for women and men	Not dealt.
	f.	Less emphasis on portrayal of customary practices	Required
	g.	Scientific temper	Yes. All the chapters provide opportunity.
3.		Do the present content takes care of children with special needs/inclusive education	
	a.	Portraying characters within texts- use of terminology appropriate to children having hearing/visual/mental difficulty- use of positive loaded terminologies	No
	b.	Include characters having some difficulties of human beings/children as a contrast to 'normal' human beings/children	No
	c.	Font size appropriate to the children with learning difficulties	Yes.
	d.	Giving illustrative example of how technology including ICT can be used by children having a variety of learning difficulties?	Yes
	e.	Providing a summary/recap of each chapter/theme so as to facilitate students with reading difficulties?	No.
4.		Curricular materials are expected to contain very few stereotypes/negative examples. Do you think this has been achieved in this material?	No
5.		Does the curricular material contain illustrative examples from diverse cultures and also provide opportunities to understand India's common cultural heritage?	No
6.		If the curricular material is based on NCF 2005, how useful are the new topics included and the approach followed in the presenting content?	New topics included like Communication gadgets, Yoga are really the need of the hour. They help the learners to learn the things at faster rate and on his own.
7.		How does the learning material cater to	Below average learners have little scope.

	the needs of different kinds of learners?	
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Assessment

1.	Does the curricular material provide guidance on how learners can be assessed?	No
2.	Is the assessment questions/activities inbuilt in different sub-topics of each chapter of the learning material?	Yes
3.	Do you think in text questions help recap the important concepts presented in the sub-topic, work as diagnostic assessment- help teachers to know whether the students have understood what was taught?	To some extent
4.	Whether the exercises given in the end of each chapter cover all the concepts/topics discussed in the chapter in terms of recapitulation and consolidation?	To some extent
5.	Whether the exercises given in the end of each chapter pertained to concepts/topics discussed in the chapter?	Yes. Beyond the textbook activities related questions should have been there.
6.	Whether there is variety in the mathematical exercises? Yes/No. What types of exercises are given? Give details. How this will help in generating interest in students towards science?	Yes
7.	Do the narratives and exercises given in the textbook chapters promote self-assessment?	No narrative exercises.
8.	Do you think questions raised in the texts (both in-text and end of chapter) provide scope for	
	a. Reflection	Yes
	b. Analytical thinking	Yes
	c. Problem solving	Yes
	d. Creative thinking	yes
9.	Are there activities in textbook which can be done by children with visual/hearing / other difficulties?	No

Structural Aspects (Presentation, use of language and visuals).

1.	How logically has the chapter been divided into sections/parts and paragraphs?	Needs improvement in sequencing
2.	How far is the length of the chapter appropriate to the level of	Appropriate

	the target group?	
3.	Are content in the learning material presented in one or two columns?	One column
4.	How does the layout of the learning material enhance its readability?	Good
5.	Are the contents and illustrations presented in the text appropriate to the age/cognitive level of students?	Yes
6.	Do you think the average length of sentence is appropriate to learner?	Yes
7.	Does the text take into account coherence markers and connectors in an appropriate manner?	Yes
8.	Does the language including style and vocabulary simple and comprehensible for the learner?	Yes
9.	Are technical terms or concepts are also given either in brackets, glossary or both?	No Glossary
10.	Do you find any linkage between unit to unit and within unit of the learning material?	Within unit only
11.	Is the text likely to be interesting and enjoyable to the students? How far learning material can sustain learner's interest?	Yes
12.	How far does the presentation of the content take cognizance of modern trends in teaching-learning processes?	To a smaller extent
13.	How far the information/questions/case studies given within the boxes relevant for content enrichment?	Information & questions are relevant for content enrichment.
14.	Do you think the illustrations are appropriately on the following aspects?	
	a. Size	Average
	b. Relevance	Relevant
	c. Placement	Good
	d. Readability	Good
	e. Variety	Yes
	f. Colour	Good
	g. Caption	Good
	h. Explanation in the main content	Requires some attention regarding the inclusion of issues
15.	Does the curricular material/textbook contain glossary in the end of either chapter or in the end of all chapters?	No
16.	Does the learning material includes topics other than/excluded those given in the state/NCERT syllabus? If so, mention them.	No

17.	How do you assess the following aspects of the learning material?	
	a. Cover page	Good
	b. Printing quality	Good
	c. Font size of text materials	Readable
	d. Clarity of visuals	Clear
	e. Quality of binding	Good
18.	Comment with examples on the following features <ul style="list-style-type: none"> • Are the diagrams represented and labelled appropriately? • Are the illustrations in proper symmetry? • Are the highlights of the chapter mentioned at the end of chapter? • Are chemical reactions adequately presented and comprehensible to students? 	Yes Yes Not given Yes
19.	Are numerals, formulas, graphs, charts, diagrams, pictures of experimental set up, plants, animals, etc., are clearly visible in the material? If not what are your suggestions?	Clearly visible
20.	Do you find any error and discrepancy, if any in the names, places, outdated information, illustrations and exercises in this learning material? Mention with page numbers.	No

Suggestions

1. Issue based narration is required.
2. Activities should be provided of learner-centered
3. Information should be lessened
4. Glossary of terminologies must be provided after each chapter
5. References after each chapter should be mentioned.
6. Project work should be highlighted.

Evaluator's Profile

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02.	Smt. S.G. VASANTHA KUMARI B.Sc (PCM), M.Ed Lecturer, DIET Chikkamagalore. Worked as Teacher for more than 24 years.
03.	Sri. B.HARISHA PRASAD. M.Sc (Botany), M.Ed, M.Phil(Edn). PGDBM-A, PGDGC(RIEM), PGDGC&PS, CIG. Reader, GCTE,Vasantha Mahal premises, Mysore-570 010. Worked as Teacher & Trainer for more than 24 years.