

**Appendix I**  
**SUBJECT: SOCIAL SCIENCE TEST**

**Name:** \_\_\_\_\_ **Class IX**  
**Date:** \_\_\_\_\_ **Roll No:** \_\_\_\_\_

**SEMESTER II**

Total Marks 30

**Part –A**

**Answer the following questions by selecting a right option. (Each question carries one mark).**  
(14)

1. Glasnost means.....  
A) Ban on armaments B) Social Rebuilding  
C) Openness D) Economic Building
2. Which planning has India adopted for its economic and social development?  
A) Five Year Planning B) Ten Year Planning  
C) Centralised Planning D) De-centralised Planning
3. The task of integrating the Princely states was given to.....  
A) Jawaharlal Nehru B) V.P. Menon  
C) Sardar Vallabhbhai Patel D) Radha Krishnan Sarvapali
4. To which State did Pakistan give its consent for affiliation to Pakistan?  
A) Junagadh B) Jammu-Kashmir  
C) Hyderabad D) Mysore
5. Identify one agency of public opinion  
A) Public office B) Public Board Commission  
C) Electronic Media D) Political Party
6. What is the combined flow of Ganga & Brahmaputra known as?  
A) Gangbrahma B) Gangputra  
C) Meghna D) Great Flow
7. Which is the main reason of heavy rainfall on the west coast of India?  
A) Vicinity of sea B) Location of low altitude  
C) Peninsular shape D) Location of the windward side of Western Ghats
8. Which is the only country in the world where both lions and tigers are found?  
A) South Africa B) Kenya  
C) India D) West Indies
9. Where does river Sindhu (Indus) originates from?  
A) Himalayas B) Gangotri  
C) Man Sarovar D) Jammu-Kashmir
10. Which Operation was initiated by the government of India to liberate Dui, Daman and Goa from the Portugal rule.

- A) Operation Blue Star B) Operation Vijay  
C) Operation Peace D) Operation Parakram

11. When two different drainage patterns are separated by a mountain or a highland, it is called...

- A) Mountain Divide B) Highland Divide  
C) Water Divide D) Sky Divide

12. At what age does an Indian citizen get his franchise?

- A) 15 Years B) 18 Years  
C) 20 Years D) 17 Years

13. Tropical Deciduous forests are also known as...

- A) Seasonal Forests B) Summer Forests  
C) Monsoon Forests D) Evergreen Forests

14. Which form of government functions in India?

- A) Prime ministerial B) Presidential  
C) Cabinet form D) Parliamentary

### **Part – B, Section A**

**Answer any three of the following question briefly.**

1. Mention the main reasons of regional inequalities in India. (2)

---

---

---

---

---

---

2. What is the process to remove the Judge of the Supreme Court from his/her position? (2)

---

---

---

---

---

---

---

---

3. Why has the government paid special attention to the protection of wild life? (2)

---

---

---

---

---

4. Explain any one difference between Tropical and Deciduous forest. (2)

---

---

---

---

---

---

---

### **Section B**

**Answer any two of the following questions**

1. Describe the lakes and inland drainage system of India. (3)

---

---

---

---

---

---

---

2. Describe the importance of public opinion in democracy and describe in brief agencies of public opinion. (3)

---

---

---

---

---

---

---

3. Why did king of Kashmir, Shri Harsingh, agree to sign the instrument of accession? (3)

---

---

---

---

---

### **Section C**

**Answer any one of the following questions in details.**

1. What are the qualifications essential for the appointment of the Judge in the Supreme Court? (4)

---

---

---

---

## Appendix II

### VALUE KNOWLEDGE TEST FOR STUDENTS

Name: \_\_\_\_\_ Class IX

Date: \_\_\_\_\_ Roll No: \_\_\_\_\_

Total Marks 50

Dear students,

This activity is designed to know your present understanding about different values. Please write your answer in the provided space. Please be honest to yourself while doing this activity. Your answers will be kept confidential and the data will be used only for research purpose.

1. What do you mean by Equality?

---

---

---

---

---

2. Write your own definition of Equality.

---

---

---

---

---

3. Write 3 characteristics of Equality.

---

---

---

---

---

4. Suggest 3 ways to develop Equality in students.

---

---

---

---

---

5. What do you mean by Peace?

---

---

---

Write your own definition of Peace.

---

---

---

---

---

---

7. Write 3 characteristics of Peace.

---

---

---

---

---

---

8. Suggest 3 ways to develop Peace in students.

---

---

---

---

---

---

9. What do you mean by Freedom?

---

---

---

---

---

---

10. Write your own definition of Freedom.

---

---

---

---

---

---

11. Write 3 characteristics of Freedom.

---

---

---

---

---

---

12. Suggest 3 ways to develop Freedom in students.

---

---

---

---

---

13. What do you mean by Patriotism?

---

---

---

---

---

---

14. Write your own definition of Patriotism.

---

---

---

---

---

---

15. Write 3 characteristics of Patriotism.

---

---

---

---

---

---

16. Suggest 3 ways to develop Patriotism in students.

---

---

---

---

---

---

17. What do you mean by Unity?

---

---

---

---

---

---

18. Write your own definition of Unity.

---

---

---

---

---

---

19. Write 3 characteristics of Unity.

---

---

---

---

---

20. Suggest 3 ways to develop Unity in students.

---

---

---

---

---

Appendix III  
PERCEPTION SCALE FOR STUDENTS

Name: \_\_\_\_\_ Class IX

Date: \_\_\_\_\_ Roll No: \_\_\_\_\_

Total Marks 125

*Tick the option most appropriate to you. Please be Honest in your choice.*

**1. You and your friends are playing cricket in the society compound for four hours and suddenly children younger to you want to play in the same compound. You will all,**

- (a) Ignore them and continue playing.
- (b) Immediately vacate the compound for them to play.
- (c) Not allow them to play at all.
- (d) Bully, scare and be rude to them, so that they get scared and don't bother you again.
- (e) Request them to wait till the time you have finished playing.

**2. Anita is being teased by some senior students in her school. Her class mate Ramesh is passing by. He would,**

- (a) Appreciate and encourage the seniors for their action.
- (b) Interfere and stop them even if it means to have a quarrel.
- (c) Call his friends and join the seniors in teasing the girl.
- (d) Watch and go away.
- (e) Report to the teacher immediately as it is his duty to report anything wrong happening in the school.

**3. There is a new student in a class who belongs to a reserved class. The class will**

- (a) Take time to be friends.
- (b) Feel superior about their own caste and will look down upon the new student.
- (c) Be friends with the new student and make him feel comfortable.
- (d) Avoid being friends with the new student because they have certain negative opinion about the reserved class of people.
- (e) Help him whenever he needs help.

**4. A disabled person on a wheel chair wants to get inside the shop, but the staircase is a big problem. The passersby will,**

- (a) Advise the man not to come out in public places without an escort as it creates problems for other people.
- (b) Get irritated, and show their anger by passing negative comments
- (c) Ask the watchman to help the disabled person to get inside the shop.
- (d) Do nothing since they don't know what to do in such situations.
- (e) Help the disabled man all by himself to get inside the shop.

**5. Rahim invites Rajesh to celebrate a festival, which does not belong to Rajesh's religion. Rajesh will,**

- (a) Accept the invitation, but later give an excuse for not being able to participate in the festival.
- (b) Flatly refuse the invitation, without giving any excuse.
- (c) Be a part of the festival with great enthusiasm.
- (d) Give some excuse and refuse the invitation.
- (e) Participate in the festival to make his friend feel happy.

**6. Sandeep enters his class room, there is no teacher in the class. The whole class is screaming, shouting, laughing, arguing, and fighting. Sandeep will,**

- (a) Overlook and continue with his work.
- (b) Take advantage of teacher's absence and make the situation worst.



- (c) Immediately call for teacher's help, as he is unable to bring order.
- (d) Immediately take charge of the situation and try to bring peace.
- (e) Simply be a spectator and enjoy the entertainment.

**7. There is enmity between your group and other group of boys from other society. You all will,**

- (a) Maintain a distance and avoid arguments or disputes with them.
- (b) Involve your parents help to end the enmity.
- (c) Beat them up, to create fear in their minds.
- (d) Purposely provoke them and create disputable situations.
- (e) Talk to them without fear, find for a friendly solution to end the enmity and begin a new friendship.

**8. Raj and Mittali are siblings, Raj is elder to Mittali. They are watching TV together, Mittali wants to watch her favourite cartoon network but Raj wants to watch his favorite movie. Raj will,**

- (a) Simply ignore and continue with his movie.
- (b) Scold her and then lock her in the room till the movie ends.
- (c) Call her friends so that she is engaged in playing with her friends.
- (d) Allow his younger sister to watch her favourite cartoon show.
- (e) Threaten her of punishment.

**9. There are many countries fighting to gain power in the world. You will,**

- (a) You will stop the peace protests and rallies promoting peace.
- (b) Join the various peace protests and rallies organised by others.
- (c) Take the initiative to organise peace protests and rallies to create peace awareness in the world.
- (d) Support the countries fighting to gain power.
- (e) Do nothing and not be bothered about such matters.

**10. Radha and Meera are neighbours, they do not get along well with each other. The other neighbours will,**

- (a) Criticize them and avoid talking to them.
- (b) Create good relations between them by bringing them together in common Society occasions like meetings and festivals to help them begin a new friendship.
- (c) Create more misunderstandings between them.
- (d) Encourage them to have more frequent personal interaction.
- (e) Be silent spectators.

**11. Leena has scored very low marks in her tests and she has been asked to call her parents. Leena will,**

- (a) Not tell her parents about her low marks and parents meeting with the teacher.
- (b) Tell the truth immediately, without any fear.
- (c) Carry a fake note giving excuse to the teacher that her parents will not be able to meet the teacher as of now.
- (d) Be scared and nervous initially but will finally tell them the truth after few days.
- (e) Give a verbal excuse to the teacher that the parents are unavailable.

**12. The teacher does not complete the syllabus and claims that she has completed the syllabus. The class will,**

- (a) Not bother as they have tuition teachers to complete the syllabus.
- (b) Politely tell the teacher that the syllabus is not completed yet.
- (c) Feel happy and ask for free periods to play.
- (d) Take parents help and discuss the issue with the principal.
- (e) Not argue with the teacher, as they are scared of her.

**13. Harshil has to celebrate his religious ceremony but he is in a country where his religion is in minority. He will,**

- (a) Not celebrate his religious ceremony as he is scared of being discriminated.
- (b) Not be affected whether he celebrates or doesn't celebrate his religious ceremony.
- (c) Quietly celebrate his religious ceremony within the four walls of his house.
- (d) Expressing violence for not being able to celebrate religious ceremony.

(e) Celebrate his religious ceremony openly, without any fear or embarrassment.

**14. The government has made a policy which is not in the interest of the country. You will,**

- (a) Threaten the government of violence.
- (b) Not be bothered at all.
- (c) Verbally condemn the government for making such policy.
- (d) Express violence and instigate others into violence to force the government to change the policy.
- (e) Strongly voice your opinion by peaceful rallies or protests to pressure the government to change the policy.

**15. Jyoti is constantly faced with the fear of being bullied by her seniors. Jyoti will,**

- (a) Wait for a chance and then attack them brutally so that they never bully her again.
- (b) Avoid them whenever and wherever necessary to stay away from them.
- (c) Face the seniors and politely sort out things herself, without hurting their sentiments.
- (d) Along with her friends confront them and equally bully them.
- (e) Take the help of her teachers to solve the problem.

**16. Nirav is given a chance to go abroad for a bright and a prosperous future. Nirav will,**

- (a) Take the opportunity, stay abroad, earn and live a comfortable life as long as he wishes to.
- (b) Not give importance to the opportunity as it makes no difference to him whether he goes abroad or stays in his country.
- (c) Take the opportunity, enhance his abilities and then come back to serve his country.
- (d) Take this opportunity and never come back to his country.
- (e) Forgo the abroad opportunity and serve his country to the best of his ability.

**17. You are travelling in a train, you see your co-travellers dirtying the place by spitting Paan and littering food and food packets around. You will,**

- (a) Join them and litter more and dirty the compartment.
- (b) Strongly oppose such action and complain to the authorities.
- (c) Pass negative remarks, condemn them and treat them as somebody inferior.
- (d) Explain them the importance of respecting public property and request them to refrain from activities which is a loss to the country and to them.
- (e) Ignore them as it does not affect you.

**18. Ketan tells his friend Rakesh not to pay taxes. Rakesh will,**

- (a) Try to manipulate and pay less tax.
- (b) Pay his taxes late.
- (c) Not agree with Ketan and pay his taxes on time.
- (d) Not pay his taxes at all.
- (e) Not be able to decide to pay taxes.

**19. It is election time and Tina has to go for voting. Tina will,**

- (a) Vote only if she is given some incentive.
- (b) Not go for voting at all.
- (c) Go for voting without any interest.
- (d) Vote only if her friends vote.
- (e) Go for voting with great excitement.

**20. Your country is facing a war and there is a demand to recruit more soldiers. You will,**

- (a) Ignore the call as you don't know much about fighting wars.
- (b) Look for big salary and perks to join the armed forces.
- (c) Be happy to join the army and die protecting your country.
- (d) Not join the armed forces and also discourage others from joining.
- (e) Not join the army but will give your services in any other form to help your country face the crisis.

**21. You may argue or fight with your siblings at home but when some outsider fights or argues with your siblings. You will,**

- (a) Ignore and let them handle the situation on their own.
- (b) Not allow others also to solve the matter.
- (c) Not tolerate and will defend your siblings immediately.
- (d) First see whose fault it is and then defend your siblings.
- (e) Try to aggravate the situation.

**22. In a basketball competition, Rohan realizes that his team mates are busy trying to upgrade their personal scores. He will,**

- (a) Continue to play his way, as it does not matter to him who wins or loses.
- (b) Stop others from scoring and will only upgrade his personal scores.
- (c) Immediately make them realize that this could make them lose the competition.
- (d) Take advantage of the situation and will upgrade his personal scores too.
- (e) Strongly oppose their action and ask the coach to interfere.

**23. Ritika tells Rani that her best friend is talking ill about Rani. Rani will,**

- (a) Be cautious and will start keeping a distance from her best friend.
- (b) Be sad but will not discuss the issue at all.
- (c) Not allow any misunderstandings to ruin her friendship.
- (d) Confront her best friend and end her friendship with her.
- (e) Talk face to face with her best friend and clear all misunderstandings.

**24. A group of students in your class is selected to perform a music symphony, which will take place in a weeks' time. You will,**

- (a) Like to be a spectator only and do nothing.
- (b) Actively get involved in their preparation and help them in all possible ways to get them organised on time.
- (c) Try to create problems in their event.
- (d) Ask them if they need your help and will help them any time.
- (e) Discourage the students to perform.

**25. Many migrants from other states are migrating into Karan's home state for bright future. They are taking away jobs in his state. Karan will,**

- (a) Not be bothered as it makes no difference to him, who comes and goes in his state.
- (b) Strongly oppose the migrants.
- (c) Not be worried and have no problems.
- (d) Resort to violence and demand that they go back home.
- (e) Be happy and welcome them in their state.

**Appendix IV**  
**REACTION SCALE**

Put tick below numbers accordingly for

**Strongly Agree : 5 ;    Agree : 4 ;    Un decided : 3 ;    Disagree : 2 ;    Strongly Disagree : 1**

1	The value integrated approach for teaching Social Science was new and different from other methods of teaching.						
2	I was keen to understand the new way of learning Social Science.						
3	The value integrated approach made the learning of Social Science more interesting and joyful.						
4	The value integrated approach did not deviate from the content of Social Science and helped me to understand the subject effectively.						
5	The examples used to understand the subjects' concepts integrated with values were effective.						
6	We always felt that it was a regular subject class integrated with values and not just a value education class.						
7	The syllabus of Social Science was completed on time even while teaching with the value integrated approach.						
8	The activities conducted to understand the concepts of various values were interesting.						
9	The classroom management was effective even with the participation of students in various activities for learning of different values.						
10	I was interested in participating in all activities done in class.						
11	The stories used during the interaction were very interesting and value based.						
12	The stories were linked effectively with various values.						
13	The questions asked on different stories were relevant.						
14	The explanations on values had clarity.						
15	The questions asked on different values were stimulating.						
16	The value integrated approach was helpful to increase my knowledge about different values.						
17	The value integrated approach was helpful to increase my perception about different values.						
18	The various values discussed in the class helped me to practice these values in daily life.						
<b>Sr. No.</b>	<b>Statements</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Total</b>
	I look forward to my classes because of the new value integrated approach used.						
20	I would want the value integrated approach to be used regularly in Social Science by my teacher.						

## **Appendix V**

### **List of Experts for Validation of Achievement Test**

<b>Sr. No</b>	<b>Name of Expert</b>	<b>Designation and Address of the Expert</b>
1.	Prof Ashutosh Biswal	Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara.
2.	Ms. Ishwar Sheikh	Social Science Teacher, Convent of Jesus and Mary, Vadodara
3.	Ms. Tasleem	Social Science Teacher, Navrachana Vidyani Vidyalaya , Vadodara

## **Appendix VI**

### **List of Experts for Validation of Value Knowledge Test**

<b>Sr. No</b>	<b>Name of Expert</b>	<b>Designation and Address of the Expert</b>
1.	Prof Ashutosh Biswal	Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara.
2.	Prof. Pradhan	Head, Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara.
3.	Dr. Jayshree Das	Associate Professor, Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara.

## **Appendix VII**

### **List of Experts for Validation of Perception Scale**

<b>Sr. No</b>	<b>Name of Expert</b>	<b>Designation and Address of the Expert</b>
1.	Prof Ashutosh Biswal	Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara.
2.	Prof Pradhan	Head, Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara.
3.	Dr. Milind Sahastrabudhe	Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara.

## **Appendix VIII**

### **List of Experts for Validation of Reaction Scale**

<b>Sr. No</b>	<b>Name of Expert</b>	<b>Designation and Address of the Expert</b>
1.	Prof Ashutosh Biswal	Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara.
2.	Dr. Milind Shastrabudhe	Associate Professor, Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara.
3.	Dr. Jayshree Das	Associate Professor, Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara.



## **Appendix IX**

### **List of Experts for Validation of value based Module in Social Science**

<b>Sr. No</b>	<b>Name of Expert</b>	<b>Designation and Address of the Expert</b>
1.	Prof Ashutosh Biswal	Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara.
2.	Ms. Ishwar Sheikh	Social Science Teacher, Convent of Jesus and Mary, Vadodara.
3.	Ms. Tasleem	Social Science Teacher, Navrachana Vidyani Vidyalaya , Vadodara.

## Appendix X

### Pictures



Students participating in group discussion and poster making

## Students participating in various presentations



## Appendix XI

### LESSON PLAN OF CHAPTER: 6

#### Post Independent India – I

##### Entry Behaviour

Students have some previous knowledge on Independence and princely states brought under the Indian Union post independence.

Students have some basic understanding of unity and patriotism

##### General Objectives

1. Students will be able understand the immediate major problems that the country faced, post Independence.
2. Students will be able to understand how the problems were dealt with
3. Students will be able to develop conceptual understanding of the value unity and equality
4. Students will be able to develop a desired perception of the value unity and equality and practice them in their everyday life.

**Media:** Social Science book and developed value based module

**Method:** Lecture and discussion

**Approach:** Integrated

**Presentation:**

Content	Specific Objectives	Teacher Activity	Student Activity	Evaluation
<b>Integration of Princely States</b>	Students will be able to explain the two major challenges India faced after attaining independence.	<p><b>Teacher</b> starts by asking students if they are aware of the major challenges India faced immediately after independence.</p> <p><b>Teacher</b> after explaining in detail the merging of princely states under the Union of India integrates the developed module with the topic and asks the students a question. “Students can you tell me what was that one value that brought all the people of the country together”?</p>	<p><b>Students</b> first listen then try to answer the question. (<b>Students</b> and <b>Teacher</b> discuss)</p> <p>Students give different answers.</p> <p><b>Students</b> listen</p> <p><b>Students</b> try to give different answers like patriotism, unity etc.</p>	What were the two major challenges India faced soon after independence?
	Students will be able to give the meaning of unity, define unity and explain its characteristics.	<p><b>Teacher</b> after listening to the answers says” most of you were right. It was indeed Unity. So if Unity brought all of us together then what to you understand by the term Unity”?</p>	<p><b>Students</b> give their understanding of Unity (an interaction session between the Students and Teacher takes place)</p> <p><b>Students</b> give various understanding of the value unity.</p> <p>Unity means to have consensus on something.</p> <p>Unity means to be flexible, to unite etc.</p>	What is Unity? Define Unity and its characteristics.

		<p><b>Teacher</b> creates an interactive environment and motivates students to come out with their indigenous answers on the understanding of the value unity.</p> <p><b>Teacher</b> further with the help of reflective questions from the module interacts with the students on various other aspects of unity. She encourages them to define unity and its characteristics.</p> <p><b>Teacher</b> after listening to the students' answers then gives the precise meaning, definition and characteristics of the term Unity as stated in the module.</p> <p>Unity means togetherness, united. When people from different age, sex, creed, culture, race, religion come together for a common cause or purpose it is called unity.</p>	<p><b>Students</b> try to define unity and try to find the characteristics of Unity (an interaction session between the Students and Teacher takes place)</p> <p><b>Students</b> give various answers like unity can be defined as coming together. Its characteristics are no fights, respecting others opinions etc.</p>	
--	--	--	--	--



	<p><b>Students</b> will be able to demonstrate their perceptive ability towards the value of Unity.</p>	<p>Unity can be defined as a state or quality of being one regardless of physical or psychological barriers. Its characteristics are consensus towards goals, healthy discussions and freedom of expression.</p> <p><b>Teacher</b> after giving the conceptual understanding of the value unity narrates a story from the module which is related to the value of unity (<b>united we stand and divided we fall</b>)</p> <p><b>Teacher</b> after narrating the story has a discussion from the story, as directed in the module.</p> <p><b>Teacher</b> asks questions to the students that help them build their perception towards the taught value stronger.</p>	<p><b>Students</b> answer the question (an interaction session takes place between the <b>Students</b> and <b>Teacher</b>)</p> <p><b>Students</b> answer the questions from the story, like It is easy to break single stick because the strength of single is less than the strength of double.</p> <p>Unity can make difficult task achievable.</p>	<p>Why was it easy to break a single stick?</p> <p>What is the significance of unity?</p> <p>How can the value of unity be developed?</p>
--	---	--	---	---

**Teacher** then conducts one activity with the students which help in strengthening the understanding of the value taught.

She conducts a quiz. The class is divided into groups of 2-3. (the quiz is on the value of unity.

Multiple choice based questions on unity is asked to the students)

**Students** take the quiz.

2-3 groups are formed. Each group is asked one question with multiple choice, they have to select the correct answer.

e.g. Unity is a state of being in

Bliss

Harmony

Turmoil

Tranquil

**Students select Harmony**, which is the correct answer.



## LESSON PLAN OF CHAPTER: 7

### Post Independent India – II

#### Entry Behaviour

Students have some understanding of the multi-ethnicity of India. Due to the multi-ethnicity people tend to cluster in those regions where they find their own language, religion, culture, traditions, race, caste etc. and tend to build affinity towards that region. Students have some initial understanding of equality and peace.

#### General Objectives

1. Students will be able to understand the multi layered diversity of India.
2. Students will be able to discern the challenges of multi-ethnicity.
3. Students will be able to analyse the imbalance in growth and development in the country.
4. Students will be able to develop conceptual understanding about the value of equality and peace
5. Students will be able to develop a desired perception of the value of equality and peace and practice them in their everyday life.

**Media:** Social Science book and developed value based module

**Method:** Lecture and discussion

**Approach:** Integrated

## Presentation

Content	Specific Objectives	Teacher Activity	Student Activity	Evaluation
<b>Regionalism</b>	<b>Students</b> will be able to explain the concept of regionalism, the reasons behind formation of a region.	<p><b>Teacher</b> starts by asking students if they are aware of the multi-ethnicity of their country.</p> <p><b>Teacher</b> takes the discussion further and explains to the students that when in a particular area of land there is a collection of similar types of people with common language, rituals, customs, culture, and life-style then there is a feeling of bond and affinity among the people and for that geographical area.</p> <p><b>Teacher</b> then asks students, What happens when you see that your region is neglected, not getting justice?</p>	<p><b>Students</b> first listen then try to answer the question. (<b>Students</b> and <b>Teacher</b> discuss)</p> <p>Students give different answers like, many languages, religions, cultures, traditions etc.</p> <p><b>Students</b> listen</p> <p><b>Students</b> try to answer the question. (<b>Students</b> and <b>Teacher</b> discuss)</p> <p>Students give different answers like, jealousy, discrimination.</p>	<p>Explain how India is a multi-ethnic country.</p> <p>What is regionalism?</p>

	<p><b>Students</b> will be able to give the meaning of Equality, define Equality and explain its characteristics.</p>	<p><b>Teacher</b>, exactly, this is called regionalism or provincialism and therefore there is a demand for a separate statehood.</p> <p>From here the <b>Teacher</b> integrates the developed module with the topic and asks the students a question. “Students can you tell me which value is missing here? What does regional inequality mean?</p> <p><b>Teacher</b> after listening to the answers says” yes, most of you were right. It is indeed the value of Equality that is missing. Had there been regional equality, the conflict for separate statehood would be less. What do you understand by the term Equality?</p> <p>How can the problem of regional inequality be solved?</p> <p><b>Teacher</b> further with the help of</p>	<p><b>Students</b> try to give different answers like unity, sense of belonging etc.</p> <p>When there is difference in growth and development from region to region that is known as regional inequality.</p> <p><b>Students</b> give their understanding on equality (an interaction session between the Students and Teacher takes place)</p> <p><b>Students</b> give various answers on the meaning, definition and characteristics of equality, like having equal opportunities, no discrimination on the grounds of race colour, religion.</p> <p>There should be equal laws for all.</p>	<p>What is equality?</p> <p>Define equality and its characteristics.</p>
--	---	---	---	--

		<p>interactive questions from the module interacts with the students on various other aspects of equality. She encourages them to define Equality and its characteristics.</p> <p><b>Teacher</b> creates an interactive environment and motivates students to come out with their indigenous answers on the understanding of the value Equality.</p> <p><b>Teacher</b> after listening to the students' answers then gives the precise meaning, definition and characteristics of the term Equality as directed in the module.</p> <p>Equality means access or provision of equal opportunities</p> <p>Equality is a state of being equal in status, rights and opportunities.</p>	<p><b>Students</b> answer that how equal distribution of national resources can help bring regional equality.</p> <p>.</p> <p><b>Students</b> try to define Equality and try to find the characteristics of Equality (an interaction session between the Students and Teacher takes place)</p> <p><b>Students</b> give various answers like Equality can be defined as coming together. Its characteristics are no fights, respecting others opinions etc.</p>	
--	--	--	--	--

	<p><b>Students</b> will be able to demonstrate their perceptive ability towards the value of Equality.</p>	<p><b>Teacher</b> after giving the conceptual understanding of the value unity narrates a story from the module which is related to the value of Equality (<b>I am just as you</b>)</p> <p><b>Teacher</b> after narrating the story has a discussion from the story, as directed in the module.</p> <p><b>Teacher</b> asks questions to the students that help them build their perception towards the value taught even stronger.</p> <p><b>Teacher</b> then conducts one activity with the students which help in strengthening the understanding of the value taught.</p> <p>She conducts an activity called Listicles. Here the students are asked to make a list of all types of discrimination and share in the class.</p>	<p><b>Students</b> answer the question (an interaction session takes place between the <b>Students</b> and <b>Teacher</b>)</p> <p><b>Students</b> answer the questions from the story, like the little boy felt hurt, lonely and discriminated.</p> <p>People should not be judged by their race; religion, or status, respect should be given equally to all.</p> <p><b>Students</b> make a list of different act of discrimination and share in the class.</p>	<p>How did the little boy feel when the class mates were mean to him?</p> <p>What is the right way of treating other people?</p> <p>How can the value of Equality be developed?</p>
--	--	--	--	---

