

INTERNAL ASSESSMENT

An Integral Component of ICSE

INTERNAL ASSESSMENT

An Integral Component of ICSE



Council for the Indian School Certificate Examinations
New Delhi

For further information please contact:

**The Deputy Secretary - ICSE
Council for the Indian School Certificate Examinations
Pragati House, 3rd Floor
47- 48, Nehru Place
New Delhi - 110019**

E-mail : dsicse@cisce.org

Tel : (011) 26411706, 26413820, 26476547

Fax : (011) 26234575, 26212051

Website : www.cisce.org / www.cisce.in

Edition:

First Edition – October 2000

Second Revised Edition – February 2004

Third Edition – January 2005

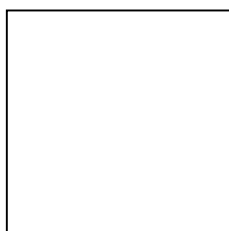
Fourth Edition – August 2008

Fifth Revised Edition – October 2012

October 2012

Internal Assessment:

An Integral Component of ICSE



Council for the Indian School Certificate Examinations
New Delhi

FOREWORD

The Council for the Indian School Certificate Examination has continuously endeavoured to make inroads in upgrading and effectively enhancing the progress and performance of pupils taking the ICSE examination.

“Nothing is permanent except change” hence the learning process is subject to a continuous evolution that makes it imperative to cater to the ever changing demands of present day education, thus the Handbook on “ **Internal Assessment : An Integral part of ICSE**” becomes a vital tool to empower Schools and ensure that students are the ultimate beneficiaries.

Internal Assessments provide the desired impetus and is a crucial step towards creating a congenial learning environment, where teachers act as facilitators and take necessary initiatives to promote sensitive educational transactions that has been one of the foremost objectives pioneered by the CISCE.

The Council in its advisory role has striven to make significant changes in making the Internal Assessments, more proactive in order to support the learning process and enhance the analytical and responsive skills of pupils through high motivational standards of instruments used in the entire exercise.

With educational pedagogies rapidly advancing and evaluation methodologies assuming empathetic ideologies, this handbook would be of immense significance in achieving the true ideals of modern day education.

Gerry Arathoon
Chief Executive & Secretary

PREFACE

Learning is a constant and continuous experience that differs from individual to individual. It is by far and large influenced by many a factor that may be inherent or externally impressed upon. Individual differences in pupils throw up many challenges and hence in order to create the right ambience of stimulating the thought process, the learning and teaching activities must be facilitated.

The Council for the Indian School Certificate Examinations emphasizes on creating opportunities that explore all channels in the curriculum to effectively develop inherent potential and talent of pupils. As per guidelines of The New Education Policy and the National Curriculum Framework greater decentralization of the evaluation and assessment process has empowered public examination bodies to bring about desired reforms as per prevalent needs and requirements.

The Internal Assessment is a guiding instrument pioneered by the Council for the Indian School Certificate Examinations to enhance the role of teachers and to empower them in the certification of candidates by allotting a 20% component of school based assessment in all subjects of examination.

Career prospects have diversified with changing times, and keeping that in mind the Council introduced application based subjects, according to aptitude and competency levels that enable candidates to realize their aptitude, through a learning process conducive to their skills and ability.

In order to streamline and adopt a comprehensive document it is essential to ensure uniformity in the overall assessment by Schools, for which the Internal Assessment Handbook showcases sample projects that assist in the planning and implementation, as well as establish the appropriate criteria for evaluation.

The Handbook encompasses the entire gamut of mainstream subjects being offered at the ICSE level and includes English, Hindi, Social Studies (History, Civics & Geography), Mathematics, Science (Physics, Chemistry & Biology), Economics, Commercial Studies, Computer Science, Economic Applications, Commercial Applications and Computer Applications.

There is a clear mention of the specific aims that incorporate prime issues of **Learning Objectives, Learning Outcomes, Methodology and Criteria of Evaluation** in each assignment. These are reflected on a case to case basis and may accordingly be improvised by the teacher concerned given the needs and requirements of the pupils involved, to form a strategy that facilitates the successful completion of the assignment.

Progressive and innovative techniques are essential given the evolving times that we live in. Hence teachers being a vital link in this entire process must adopt new ideas in making effective changes in assignments / project work that realize the all-important aim of making learning and teaching a truly rewarding and satisfying experience.

The Council team has put in a commendable performance in assimilating a variety of assignments to facilitate the entire process and also serve the purpose of enriching students via appropriate references. It is hoped that **“Internal Assessment: An Integral Component of ICSE”** serves its purpose as an important reference document for Heads of Schools, teachers and most importantly students.

Lancelot J. Fuller
Deputy Secretary
ICSE

INTRODUCTION

Examinations, as a process of assessment have been prevalent for a long time, all over the world. The main purpose of Examinations is to test the achievement of students, to assess the effectiveness of the teaching—learning process and to maintain standards. Examinations can further be utilised for providing a criterion for certification and placement, for identifying lacuna in the educational system and providing remedial measures. However, of late, there has been a growing concern regarding the utility of examinations. One of the concerns that has been increasingly raised in this regard, has been the overemphasis of examinations on scholastic achievement.

The present system of education in our country, largely continues to ascribe to rote learning and memorising. The **ability** of a student in a particular subject is judged on his or her performance in a two or three hour written examination in which the student is expected to answer select questions from the prescribed syllabus. A student's achievement in a written examination is generally considered to be a measure of his or her "ability".

If the purpose of education is to nurture and expose each individual's potential and innate talent, students need to be judged by **what they can do, not by what they cannot do**. Until recently, this view was considered utopian and unrealistic, but now a new theory of learning and intelligence - the theory of Multiple Intelligences, has finally forced educators and policy makers to reconsider the pedagogical methods of the past.

Multiple Intelligences, in a nutshell, is a pluralized way of understanding the intellect. The theory suggests that each person's intelligence, is actually made up of autonomous faculties that can work individually or in concert with other facilities. Howard Gardner originally identified these faculties, which he labelled as "intelligences", they are -

- Logical-Mathematical intelligence (Reasoning/number smart)
- Bodily-Kinesthetic Intelligence (body smart)
- Verbal-Linguistic Intelligence (word smart)
- Visual-Spatial Intelligence (picture smart)

- Interpersonal Intelligence (people smart)
- Intrapersonal Intelligence (self smart)
- Naturalist Intelligence (nature smart)
- Musical-Rhythmic Intelligence (music smart)

What this implies is that different children may be gifted with different abilities/skills or Intelligences. Hence, the inability of a child to take a particular test does not imply that the child lacks 'intelligence'. Albert Einstein and Thomas Edison, two of history's most well known examples of brilliant minds, were terrible at taking tests, and thus performed badly in school in general. The Internal Assessment at the ICSE level was introduced by the Council almost a decade ago, keeping this aspect in mind.

The purpose of introducing the Internal Assessment was to integrate teaching and learning and to test those skills/ intelligences that could not be tested through a written examination. While earlier, the emphasis had been only on acquiring and sometimes integrating knowledge, now, through the projects in Internal Assessment, students have been challenged to extend and synthesize knowledge using the skills of comparing, classifying, inductive reasoning, deductive reasoning, constructing support, analysing errors, analysing perspectives, etc. It has also helped in developing other skills like decision-making, problem solving, investigating or enquiring experimentally. These activities have equipped our students with the Habits of Mind that have enabled them to think analytically and creatively and have also helped to harness their energies.

The introduction of the Internal Assessment by the Council was also in keeping with the recommendation of the New Education Policy to provide greater decentralisation of the assessment process by public examination boards. Recognising the important and integral role teachers play in the all round development of students and realising that a more holistic and authentic assessment could not be achieved without greater involvement of teachers, the Council sought to empower the teachers and to enhance their role in the certification process. This was achieved through the introduction of a twenty percent component for internal assessment.

The Internal Assessment at the ICSE level has been designed to test the other “intelligences” of students. The evaluation is based on multiple criteria aimed at assessing not only a student’s writing abilities, but also other abilities like understanding, imagination, creativity, presentation skills, skill in speaking, interpersonal and intrapersonal skills. Assignments vary, using a range of methods like report writing, discussions, debates, role-play, interviews, case studies, analysis, demonstrations, etc.

Furthermore, the Council has realised that by their very nature, certain subjects require a greater skill based component in order for learning and assessment to be more holistic. Over the years, the Council has introduced a number of application based subjects, with a higher component of practical work, which is internally assessed by the school. For the examination years 2005 onwards, some new skill based subjects – Economic Applications, Commercial Applications, Computer Applications, Environmental Applications, Technical Drawing Applications and Modern Foreign Languages were introduced at the ICSE level.

The continuous evolution of innovative measures such as these is helping in making the teaching-learning process and evaluation more meaningful and comprehensive.

Internal Assessment – A Continuous Progress

An Internal assessment is a continuous and comprehensive process of evaluation conducted during an ongoing academic session, to promote and facilitate the learning process through an active participation by students with a passive yet advisory role being adopted by teachers.

The main objectives of the Internal Assessment is to:

- Integrate the process of teaching and evaluation.
- Test inherent skills and analytical abilities of students that cannot be substituted by a written examination.
- Enhance the role of a teacher as a facilitator, and make learning an enjoyable and rewarding experience.
- Recognise individual differences and empower both teacher and student to have interactive sessions in improving potential skills of application and organization.
- Consistently build on existing skills and identify areas where levels of improvement can be undertaken.
- Inculcate a sense of achievement and respond to situations with a positive mindset in a social framework.
- Continuously formulate innovative ideas in a congenial environment.
- Develop and optimise the full potential of individual competencies and provide a platform for a continuous interaction between the teacher and the student.
- Encourage active participation of students in self-assessment of their thinking skills
- Offer students an opportunity to showcase their academic and scholastic skills through varied concepts that have been learnt through internal and external sources.
- Promote Inter and Intra personal skills between students and teachers for effective communication
- Coordinate a teacher's role as a mentor and guide.
- Adopt a pragmatic and positive attitude to realize higher levels of excellence in all related fields of learning

Guidelines for the selection of assignments is attributed to the:

- Identification of competency, knowledge and skill levels that is imperative in the selection of an appropriate assignment to facilitate the all-round development of students.
- Selection of an assignment that has a broad range of topics to facilitate students to use imaginative contexts and demonstrate original lines of approach.
- Encouragement of an innovative and ingenious line of thinking from the student's perspective that enables a creative and analytical response.
- Overall assessment objectives that encompass the concerned subject.
- Easy availability of required inputs / resources that facilitate the assignment progress.
- Reinforcement of existing class room knowledge, while imbibing a scope for future reference / research.
- Achievement of objectives keeping in mind the varying degrees of academic performance.
- Conforming to existing and inherent levels of skill with efforts for further enhancement.
- Encouragement of active group participation that ensures coordination, cooperation and time management resulting in effective team building.

Selection of an assignment entails the following:**Objectives:**

- 1) The expectations of students in relation to specific benefits that accrue, and the purpose being realized that is essential for future applications.
- 2) The assignment must correlate with classroom teaching, so that the response desired may mutually be beneficial in all aspects, primarily for the student and teacher concerned
- 3) Raising interest levels of students to discover a connection between classroom discussions and self-demonstrated applications.
- 4) To assess cognitive skills through application based methods, and enhance the investigative role of students in the learning process.

Planning:

- Encourage students in the process of planning the assignment.
- Explore a range of contexts and pupil groupings.
- Identify resources and subsequent tools of preparation needed for the assignment.
- Ensure all possible support and cooperation towards planning and execution of the given assignment.
- Involvement of staff is subject to specific inputs of guidance or supervision that facilitates the successful completion of the assignment.
- Envisage broader concepts and context that can be correlated to other subjects.
- The assignment may be planned as part of normal classroom activity that will enable students to realize the objectives of the assignment in a congenial environment.
- Additional inputs for research, reference, or preparation should be facilitated through extra time required during school hours, or if the need arises after working hours with prior intimation to all concerned.

Methodology:

The usage of **multimedia and internet based technology** has captured the imagination of the student community, and given the innovative techniques involved it is suggested that the methodology be accordingly formulated or adopted as per needs and requirements of given assignments.

Principles of a good assessment should:

- Influence and inform future teaching and learning process.
- Explore creative and innovative process of thinking, and reflect an independent flow of imaginative ideas.
- Optimise the existing potential skills of students in an environment congenial for growth and development.
- Maintain a continuous and comprehensive progress of students that is aptly supported by a constant feedback to the stakeholder's involved- students, teachers and parents.
- Motivate students to compliment their talent and skills in efforts to progressively build upon their inherent potential with due acknowledgement.

- Benefit the social set up through an application of social thinking and improving analytical skills.

A criterion for Evaluation involves:

- Relating the evaluation criteria to the learning objectives of the assignment.
- Achieving equilibrium between the final assignment and the procedure undertaken, and use a weightage to reflect the significance of the two.
- Complimenting individual contributions in Group assignments to act as a motivational tool in the successful completion of a given assignment
- Active student participation in the evaluation process to enable a better understanding of the entire process of assessment and thus realize an upgraded level of performance.
- A clear cut demarcation of the evaluation criteria to be implemented with detailed marking schemes that specifies the exact nature of marks/ grades/value points given to elements of a student's contribution.
- The validity, credibility and reliability of the process to ensure a high level of transparency.
- Qualitative tools and methodologies to be adopted in order to achieve mutual aims and also incorporate changes for further improvement.
- Effective use of methodologies that are sensitive to student psyche and assist in the progressive upgrading of application and analytical skills.

Additional tools / parameters for awarding marks / grades in the Internal Assessment:

- **English** : Grades / Marks may be awarded to students participating in Literary based activities of Debates, elocutions, declamations, quiz, mono-acting, extempore, essay writing, event management, slogan writing etc. that enhance levels of communicative skills.
- **Second language:** All activities that bring about a sound development of inter / intra personal communicative, oral or writing skills may be included. e.g. declamations, debates, recitation, drama, music, essay writing, slogan and banners, etc.
- **Mathematics:** All activities that involve an analytical approach and an aptitude attributed to the demonstration of a flair for numerical and application based phenomenon may be incorporated in the evaluation process. e.g. Quiz, Olympiads, Presentations, Projects, Worksheets, Posters, Charts etc.
- **Science: Physics, Chemistry & Biology:** All scientific based activities related to the mentioned subjects must be included during the period of assessment, with emphasis on participation in science exhibitions, making of live models of projects, quiz & science related competitions, scientific tours and research based activities.
- **Social Science: History, Civics & Geography:** All activities that influence historical and geographical issues may be considered in the process of assessment. Group discussions on famous personalities and their influence on modern day issues, mock parliamentary sessions, interactive sessions on various political agenda's, tours to historical places and subsequent reports, Awareness of human rights, India and its relations with the world,

observation of Climatic changes and their impacts on society, understanding of local mapping, concept of GPRS, GRID reference study.

- **Economics / Economic Applications:** All related issues of economic activities pertaining to application in everyday life may be included for assessment. Comparative study of various markets, namely monopolistic and monopoly. Major Brands of a good or service that has a direct link with customer satisfaction/ or otherwise. Consumer rights and protection measures, Survey through a self-styled questionnaire of leading brands of cell phone manufacturers. A report on India's major trading partners with statistical details. Various modes of transport with emphasis on usage of public transport. Visit to a nationalized bank and a study of the various forms of credit instruments in use. Learning of internet and E – banking.
- **Commercial Studies / Commercial Applications:** All activities that incorporate financial and commercial study and are applicable in day to day life : Visit to a bank (nationalized / private) Comparative study of brands of consumer products, questionnaires / market surveys undertaken, Study of various commercial activities relating to Product Pricing, Advertising, Public relations , Marketing, Finance, Human resources, Banking etc.
- **Computer Science / Computer Applications:** All application based activities relating to software and hardware management issues, database management and programme designing. Participation in IT based workshops, quiz events, project implementation, web designing, software programming etc may be included in the process of evaluation.

Provision for Feedback:

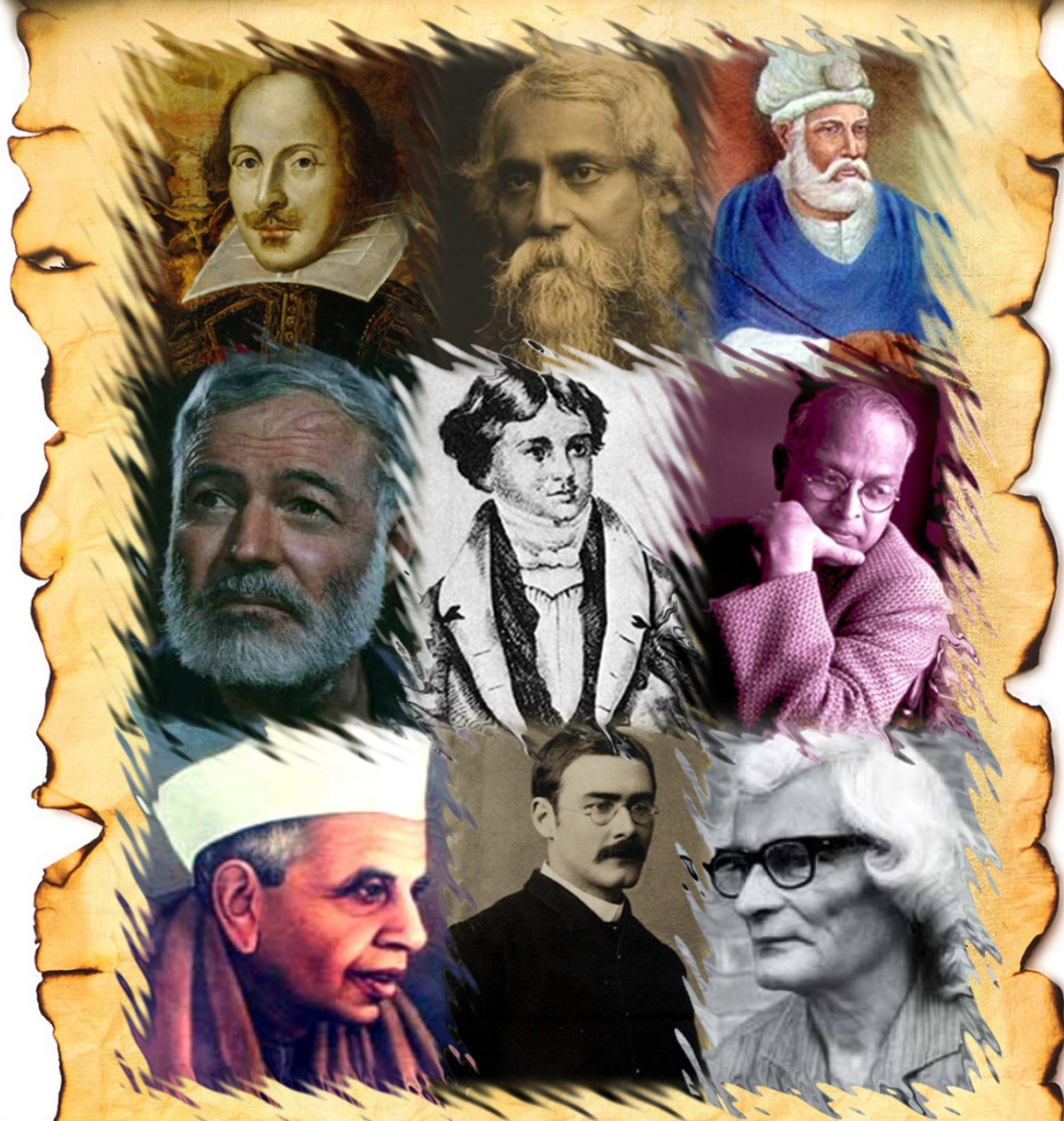
- A comprehensive and detailed feedback must be provided on the assignment submitted that highlights details of significance.
- The feedback must be framed in a manner that is meaningful, constructive and interesting to the student.
- A continuous and regular feedback must be given to maintain high levels of consistency.
- A morale boosting feedback is always appreciated. Each performance must be highlighted in a positive manner with due emphasis on improvements over previous performance levels and efforts.
- Suggestions / strategies to promote or develop enhanced performances may be communicated in a constructive form that will assist the students in realizing their true potential.
- Positive feedback results in improved standards of not only academic but non- academic activities too.
- Assignments that have high quality in terms of skills and performance must be highlighted and acknowledged in class, for they serve as an effective tool of motivation and also present opportunities for other students to showcase their meritorious work.

GENERAL GUIDELINES FOR INTERNAL ASSESSMENT

1. Assignments are expected to be done in class with compilation & presentation of work done under the supervision of subject teachers.
2. The project/assignment submitted in Class X by a candidate is to be retained in the school by the Principal for a minimum of 60 days after the declaration of the results. Thereafter the documents may be returned to the concerned candidates.
3. The completed assignment is to be presented in a simple folder/exercise books and students may be advised to avoid usage of expensive materials or presentations.
4. The teacher and the external examiner may assess the course work on the basis of continuous assessment as decided by the Principal of the school.
5. The question papers of the Terminal examination conducted by the Council will be set on all topics of the syllabus. i.e. including the topics selected by the pupils for Project work/Assignment.

“The Secret of success in education is understanding the child”

Languages



ENGLISH

I. *“Social Networking” How much is too much. Draw an inference based on a survey conducted amongst your circle of friends. Write a gist of your findings in not more than 350 words.*

1. Learning Objectives

- To enhance the ability of students to express their ideas in clear and grammatically correct English.
- To develop critical thinking amongst students.
- To develop the ability to evaluate a given statement and give a reasoned response.

2. Learning Outcomes

On completion of the assignment students should be able to:

- order and present ideas, facts and opinions in a coherent manner.
- express himself/herself clearly using appropriate arguments.
- discuss some of the issues related to growing influence of social networks on the Internet.

3. Methodology

- Discuss the assignment with students.
- Explain the criteria of evaluation.
- Encourage students to discuss their queries.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Content	4
Organisation of material	2
Originality	2
Comprehension/Vocabulary	2
Total	10

II. “The Tiger in India is on the verge of extinction despite stringent policy measures”, and may soon be seen only in documentaries or magazines. As a responsible Indian what steps must be taken to “SAVE THE TIGER”

Learning Objectives

- To develop the ability to express ideas in clear and grammatically correct English.
- To develop critical thinking skills.
- To enhance skills in locating relevant material from various media - newspapers, magazines, television, etc.
- To enable students to evaluate information and select what is relevant for their purpose.

1. Learning Outcomes

On completion of the assignment students should be able to:

- evaluate and explain the present scenario in terms of the shrinking habitat.
- express himself/herself coherently and clearly using appropriate arguments.

2. Methodology

- Discuss the assignment with students.
- Explain the criteria of evaluation.
- Guide students on sources of reference material – e.g. newspapers, magazines, etc.
- Encourage students to discuss their queries and seek clarifications if the need arises.

3. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting the research	2
Product	
Content	4
Organisation of material	2
Comprehension/Vocabulary	2
Total	10

5. Support Required

- Access to libraries/ newspapers, magazines/internet
- Xerox facilities

III. Imagine you are a journalist and have been given an opportunity to interview one of your favourite all time story tellers . Write a report with the help of a questionnaire that you prepared for the Interview.

Learning Objectives

- To enhance the creative abilities of students.
- To improve upon communication skills.
- To encourage students to keep reading as a favourite pastime.
- To develop the ability to express ideas in clear and grammatically correct English.
- To develop skills in searching and locating relevant reference material.
- To develop the ability to organise, compile material and present information collected from various sources.

1. Learning Outcomes

On completion of the assignment students should be able to:

- have a better understanding of the life and works of their favourite author.
- develop a historical perspective.
- conduct an interview, based on a questionnaire prepared earlier.

2. Methodology

- Discuss the assignment with students.
- Drafting of simple questionnaires must be explained to the students.
- Explain the evaluation criteria.
- Guide students on the sources of reference materials/libraries.
- Encourage students to discuss their queries.

3. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting research	2
Reference materials /bibliography	1
Product	
Content	3
Organisation of material	2
Presentation	2
Total	10

4. Support Required

- Access to libraries/ books / internet
- Xerox facilities

IV. Read any book of the Harry Potter series. Prepare and present a critical review of the book.

1. Learning Objectives

- To develop the ability to express ideas in clear and grammatically correct English.
- To develop the ability to summarise, explain and evaluate complex materials from a text.
- To develop the habit of reading literature other than text book material.
- To develop skills of critical thinking amongst students.

2. Learning Outcomes

On completion of the assignment students should be able to:

- write a book review.
- express herself/himself clearly and coherently using appropriate arguments.

3. Methodology

- Explain how a book review is written.
- Ask students to read a Harry Potter book, a week before the actual assignment.
- Guide students in the selection of books/ provide them access to books.
- Ensure adequate copies of the selected books are available.
- Explain that the evaluation is based on multiple criteria.
- Students should carry out the assignment during class time.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Content	4
Analysis	3
Organisation of matter	2
Vocabulary	1
Total	10

5. Support Required

- Adequate number of copies of Harry Potter books

V. Write an original short story about a Global leader you wish to be and the changes you would like to introduce in making the world a better place. (450-500 words.)

1. Learning Objectives

- To teach students how to write a short story.
- To stimulate creativity and imagination.
- To express ideas in clear and grammatically correct English.

2. Learning Outcomes

On completion of the assignment students should be able to:

- write an original story; know the need for a plot and characterization.
- develop interesting and relevant subject matter for the story.
- improve their writing skills and vocabulary.

3. Methodology

- Discuss the difference between an essay and a short story.
- Explain how a short story is to be written.
- Encourage students to write original stories and not 'lift' from movies/books/tele-serials.
- Explain the evaluation criteria.
- Encourage students to discuss their queries.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Content	3
Originality	2
Expression	2
Vocabulary and spelling	2
Organisation of material	1
Total	10

VI. Listen carefully to the narrated passage. Keeping this passage in mind, complete the story giving an account of what happens after this scene. You may give the story a title.

Now the five-horse power engine was struggling against the heavy swells, making scant headway. As the boat rocked back and forth, the propeller popped out of the water, glinting steel in the twilight before plunging back into the sea.

He steered into the wind. But waves began to break over the bow. They kept coming, bigger and bigger. He fought to control the tiller as the water wrenched it out of his hands again and again.

“Hold on!” he shouted.

“I’m okay,” she called, grabbing one of the rubber handles built into the boat. It was nearly full of water.

Another wave crashed into the bow, tipping it on its side. Horrified, he saw her lose her grip and slide to the low side of the boat. Then she was gone.....

1. Learning Objectives

- To stimulate listening skills in students.
- To enhance creativity and imagination.
- To develop the ability to write lucidly and coherently.
- To develop skills in planning, organizing, developing and concluding a story.

2. Learning Outcomes

On completion of the assignment students should be able to:

- distinguish between the main points and the supporting details.
- analyse a given situation and develop a story based on one’s knowledge, experience and imagination.

3. Methodology

- Discuss the assignment with students.
- Explain the evaluation criteria.
- Students may be allowed to make notes while the passage is being read.
- Narrate the passage to the students.
- The reading of the passage may be repeated to facilitate students.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Content (in relation to context)	4
Originality	2
Comprehension	2
Vocabulary	2
Total	10

VII. John Keats was one of the greatest poets of his times. Express your thoughts by reciting any one of his poem's that has left a lasting impression on you.

(Recite any poem written by Keats and give reasons for your choice as to why this poem appeals to you.)

1. Learning Objectives

- To develop the ability to recite a poem with correct pronunciation, phonetics and expression.
- To appreciate the beauty and language of poems.
- To stimulate thinking skills in students.
- To develop the ability to express one's thoughts and opinions in one's own words.

2. Learning Outcomes

On completion of the assignment students should be able to:

- appreciate poetry.
- recite a poem with higher confidence levels.
- to acquire improved levels of confidence in the presence of others.
- express himself/herself coherently and clearly using appropriate arguments.

3. Methodology

- Discuss the assignment with students.
- Explain the evaluation criteria.
- Guide students on the sources of reference materials/libraries.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Choice of poem/ justification	4
Expression	3
Pronunciation	2
Appearance (confidence)	1
Total	10

5. Support Required

- Access to libraries/books/internet

VIII. *“At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom. A moment comes, which comes but rarely in history, when we step out from the old to the new, when an age ends, and when the soul of a nation, long suppressed, finds utterance.”*

Pandit Jawaharlal Nehru, the first Prime Minister of India, said the above words on the midnight of August 15th, when India attained freedom. Draft a speech you would give to the nation if you were Prime Minister of the country at that time. Deliver your speech to your classmates once you have drafted it.

1. Learning Objectives

- To develop the ability to express ideas in clear and grammatically correct English.
- To be able to draft a speech.
- To enhance public speaking skills.

2. Learning Outcomes

On completion of the assignment students should be able to:

- express themselves coherently and clearly.
- speak confidently in front of others.
- sort, organise and compile material and present information from various sources.

3. Methodology

- Discuss the assignment with students through the concepts of its historical background.
- Explain the evaluation criteria.
- Guide students on the sources of reference materials/libraries.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Content	4
Clarity	1
Pronunciation	1
Mannerisms	1
Expression	2
Originality	1
Total	10

5. Support Required

- Access to libraries/newspapers/books/magazines/internet
- Xerox facilities

IX. Proverbs are an integral part of the English Language. Quote your favourite proverb citing reasons for your choice.

1. Learning Objectives

- To develop an understanding of what proverbs are and how and where they may be used.
- To enable students to speak clearly and coherently in class.
- To stimulate creativity and imagination.

2. Learning Outcomes

On completion of the assignment students should be able to:

- know the importance of proverbs.
- grasp the deeper meaning of proverbs.

3. Methodology

- Discuss the assignment with students.
- Discuss a number of proverbs in class.
- Explain the evaluation criteria.
- Encourage students to discuss their queries.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Proverb	2
Reason	2
Pronunciation	3
Expression	3
Total	10

X. An invitation for dinner to a friend's house turned out to be a fantastic surprise as one of the guests present was none other than Amitabh Bachan!! Draft an e-mail to your friend, describing your experience on meeting one of India's most celebrated cine artist'.

1. Learning Objectives

- To teach students how to draft and write an e-mail.
- To express ideas in clear and grammatically correct English.
- To develop the ability to imagine events.
- To stimulate creativity.

2. Learning Outcomes

On completion of the assignment students should be able to:

- draft an email.
- know the use of an e-mail address.
- improve their writing skills.

3. Methodology

- Discuss the different means of written communication with students.
- Discuss the uses of the internet with reference to writing of e-mails
- Explain the evaluation criteria.
- Encourage students to discuss their queries.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Content	6
Originality	2
Vocabulary and spelling	1
Format (mention of to and from address)	1
Total	10

Picture Writing: Olympic Games-2008

Colour fest at Bird's Nest



Picture Writing:

Olympic Games-2008

Olympic games, being held once in four years in different cities is an occasion sportslovers all over the world look forward to. It is the most eagerly awaited sports spectacle of the world. It is a stage where the greatest athletes gather with great pride to respect their countries, all of them wanting to become an Athletic Olympic champion.

The Olympic games-2008 was held in Beijing in China. The preparations went on for seven years, spending around forty billion dollars, the highest cost to conduct an Olympics. The Olympic torch with the slogan, 'One world, One Dream' started from Olympia and after going through different countries, reached Beijing after over thirty days. It was a spectacular

sight when the torch passed through the great wall of China, on the outskirts of Beijing.

The inauguration of the Beijing games was unique as it took place at 8:08:08pm on August 8th, 2008. There was a combination of light, colour, music and dance and fireworks providing a grand opening ceremony to welcome Athletes from two hundred and four countries for the twenty ninth Olympic games. It was a feast for the eyes and ears of about ninety one thousand spectators and for an estimated four billion television viewers around the world.

The inaugural function was very entertaining and the manner in which the 'lighted' acrobats, suspended mid-air, lifted the Olympic ring and the thrilling way in which the Olympic flame was lit

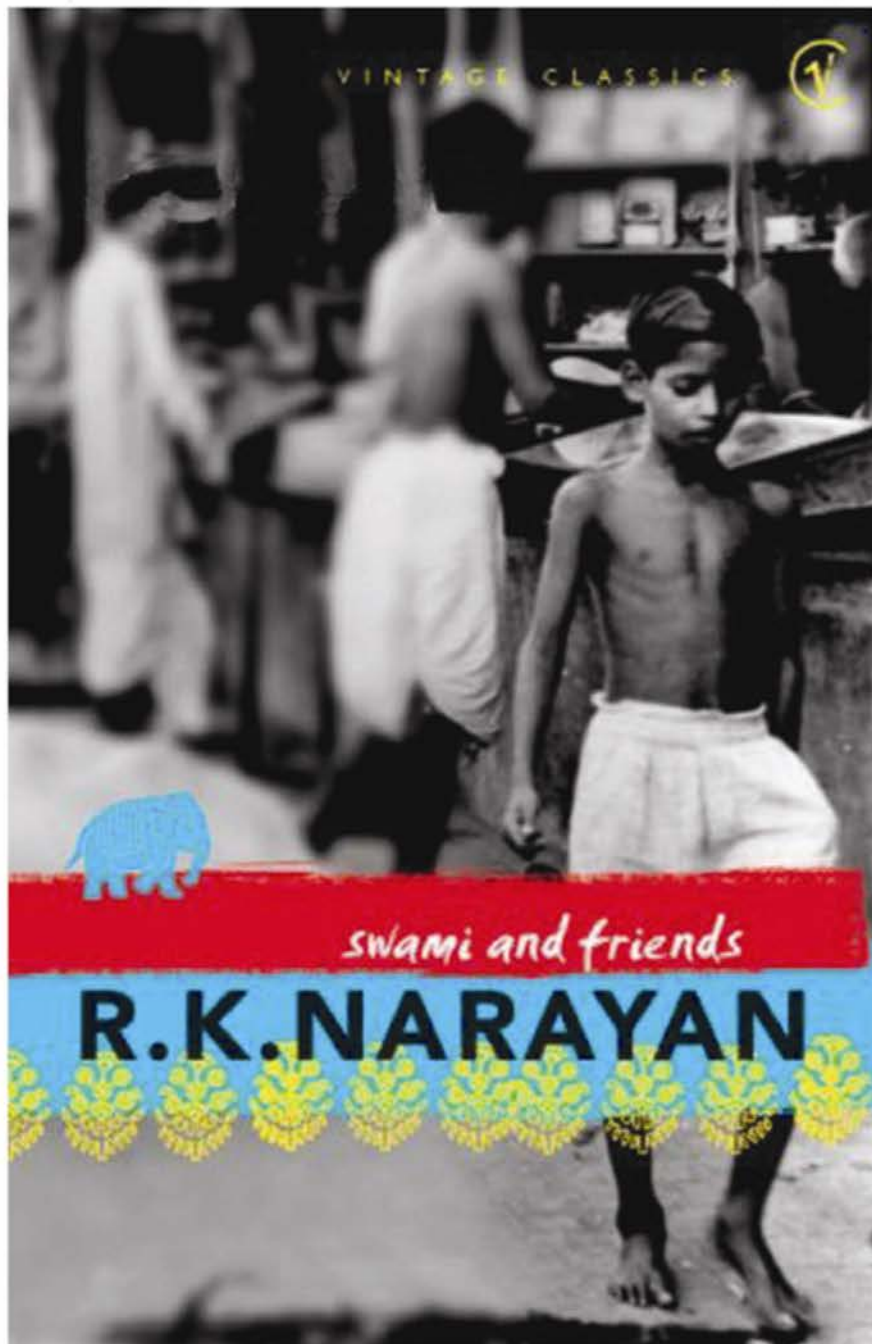
captured the imagination of the viewers.

The Olympic flag was carried by Chinese athletes of different eras and was hoisted to the tune of the Olympic anthem. The double gold medalist of the previous Olympics, Zhang Yining, the table-tennis star took the oath of honour on behalf of the assembled athletes.

The venue of the opening ceremony itself was a treat to the eyes. The main national stadium known as the 'Bird's Nest' provided a breath taking view especially during the fireworks display. Earlier, it was the stadium floor that looked like a magic canvas where the Chinese put technology to the maximum use. The mesmerising pictures formed through light and shade in multiple dimensions left the viewers stunned. Thousands of performers dancing to the beat of drums and

captivating music, captured the essence of the five thousand years of Chinese civilization. All in all, it was a grand show with a perfect blend of tradition and technology, of light and sound and of colour and gaiety - A truly fascinating experience.

BOOK REVIEW



Swami And Friends-
R.K. Narayan

Book Review:

Swami And Friends:

This book *Swami and Friends* by R.K. Narayan, the famous Indian writer was aptly described as 'one in ten thousand' by Graham Greene. It is a well deserved compliment since R.K. Narayan is simply a writer par excellence, too good for words.

The first thing that strikes about this novel is the sheer skill in handling and putting together the conflicting notions and perception of the child and the adult mind.

Swaminathan, the main character of the story is a ten year old boy. Life for him consists of having adventures with his friends, avoiding the misery of homework and coping as best as he can with the teachers and other adults he encounters. The book is a treat because it

is full of descriptions which the author gets out from the child's mind with amazing results.

Swami's relationships with his father, grandmother and friends i.e., the bully Mani, imperious Rajam, studious Shankar, stupid Pea and sanguine Somu are something which every individual can relate to. Swami's greatest passion is cricket and the M.C.C. - the Malgudi Cricket club. The boy has a youngster's zeal and a veteran's feel for cricket.

The characters of Narayan's engrossing novel are engraved against the background of the town Malgudi. His descriptive style is so pictorial, so evocative that you can almost breathe in the warm air and smell the aroma and colours of the dusty landscape of Malgudi. These features of his hometown are

added reasons for the active and kicking disposition of Swami. He is innocent, impulsive, audacious. Swami somehow gets himself expelled from two schools in succession and when things have gone quite out of hand, he runs away from home.

Even if it is a simple narration, the humour which oozes out from the lines is so splendid that it has the reader in splits. There are instances in the book of Swami solving a Mathematical puzzle under the supervision of his father, him eagerly waiting for his father's departure for work, acting as an intermediary between Mani and Rajam which touch the chord of heart with their innocent humour. You cannot help admiring the author's craftsmanship and sagacity. The writer has viewed every

detail sympathetically with a mature observation. It helps the reader to imagine and form a mental picture of the child's world as the child sees it himself. *Swami and Friends* is laudable for its subject, style and lucid prose.

It is a breezy read. Each time you read it, you find a new dimension to it. Certainly a compelling read for every book friend.

LISTENING SKILLS IN ENGLISH LANGUAGE
ENGLISH Paper – 1

Guidelines for the Examiner

Material

1. The examiner's copy comprising Guidelines for the Examiner and the Passage for Oral Reading.
 2. The question paper comprising questions and answers in multiple choice.
-

Instructions for the conduct of the assessment

Candidates are seated as for a written examination.

The recommended number of candidates at a sitting is 30.

The question paper and a sheet of rough paper are distributed to candidates before the readings of the passage take place. At this stage they enter their names, class, roll no. on the question paper and read the note for candidates.

The passage is read aloud clearly by the Examiner twice, the first time at normal speed (about 110 words a minute) and the second time at a slower speed. Between the two readings the Examiner may give a pause of about three minutes to allow the candidates to read the questions and answers.

During the readings the candidates may make *brief notes on the rough paper* given to them.

At the end of the second oral reading the examiner directs the candidates
to answer the question paper.

Candidates will enter their answers *in ink*.

The duration of the assessment is **30 minutes**, which includes the time taken for the two readings and answering the questions on the question paper.

The Examiner reads :

In this passage, Satyajit Ray, the renowned film maker, describes how he tried to shoot a scene for a film, using a circus tiger.

The door of the cage was unfastened and Mr. Thorat, the trainer, called out to the tiger. It responded almost at once and sprang out of its cage. Instead of walking sedately in a dignified manner the tiger started prancing around with tremendous enthusiasm. It leapt, it jumped, it rolled about, dragging its poor trainer, who was desperately clutching the wire tied to the tiger's collar, in a futile attempt to bring it under control.

The camera was still standing on its three legs, staring into the bamboo grove, but the tiger showed no sign of making its way there.

After nearly five minutes of madness, the tiger calmed down. Mr. Thorat and his two assistants looked a sight. The trainer spoke through pale lips and explained that this particular tiger had never been in the wild. It was born in a circus and had seldom been released from its cage. A sudden taste of its natural habitat had probably gone to its head.

Once the tiger had calmed down, we managed to take a few shots we needed.

Now another problem arose. The door of the cage was standing wide open. A stool had been placed near the cage. The tiger was supposed to jump on to the stool, when its trainer said, 'Up!' and then run into its cage. Mr. Thorat went blue in the face saying 'Up!' but the tiger ignored him completely. Instead, it seemed far more interested in sitting in the bamboo grove and tasting the young leaves on a stem.

The tiger's behaviour made us feel quite reassured, even bold. A tiger that chewed bamboo leaves could definitely not be a man-eater. I took the camera even closer to the tiger to capture its most un-tiger-like behaviour.

Then, even as the camera was running, the tiger took a giant leap and got back into its cage.

Adapted from *Childhood Days, A Memoir*, by Satyajit Ray.

Translated by Bijoya Ray.

LISTENING SKILLS IN ENGLISH LANGUAGE
ENGLISH Paper – 1
(Thirty minutes)

Name : _____	
Class : _____	Index No : _____
Signature of the candidate _____	

A Note for the Candidate

A passage will be read aloud by the examiner twice. During the readings you may make brief notes on the rough paper you have been given.

At the end of the second reading you will answer the questions in ink on the question paper. The duration of the assessment is 30 minutes, which includes the time taken for the two readings and answering the questions on the paper.

The intended marks for questions or parts of questions are given in brackets [].

Choose the most appropriate answer and write (a), (b) or (c) in the circle near each question. [10]
[One mark is awarded for each correct answer.]

1. How did the tiger get out of the cage?
 - (a) It forced the door of the cage open.
 - (b) The lock of the cage was opened.
 - (c) The lock of the cage had not been shut.
2. What did the writer expect the tiger to do when it came out of its cage?
 - (a) Jump and roll about.
 - (b) Behave in a dignified manner.
 - (c) Struggle with its trainer.



3. What precaution had been taken to prevent the tiger from running away during filming?
- (a) Two assistants and a trainer were in charge of the tiger.
 - (b) It was kept in a strong cage.
 - (c) It was held with a wire tied to its collar.
4. Born in a circus, which of the following was the tiger not used to:
- (a) The company of people.
 - (b) Freedom in natural surroundings.
 - (c) Control by his trainer.
5. Once the tiger calmed down
- (a) the director took all the shots he needed for the film.
 - (b) the trainer got it back into its cage.
 - (c) it began to play with the film crew.
6. Mr. Thorat went blue in the face saying, 'Up!' but the tiger ignored him completely. The expression, *went blue in the face* means that Mr. Thorat.
- (a) became very angry.
 - (b) fell ill on account of strain.
 - (c) tried hard but was unsuccessful.
7. Which of these words best describes the tiger:
- (a) unpredictable
 - (b) vicious
 - (c) tame
8. What un-tiger-like behaviour did the writer try to film?
- (a) Its jumping and rolling about.
 - (b) Its refusal to obey its trainer.
 - (c) Its chewing leaves in the bamboo grove.
9. Give one instance when the tiger actually did what it was told.
- (a) When it was called out of its cage.
 - (b) When it was made to stop jumping about.
 - (c) When it got back into its cage.
10. What is this passage about?
- (a) The difficulty of filming a scene with a circus tiger.
 - (b) The danger of filming a wild animal.
 - (c) The behaviour of a tiger in the wild.

SPEAKING SKILLS IN ENGLISH LANGUAGE
ENGLISH Paper – 1

Guidelines for the Examiner

1. The assessment of English Speaking Skills will be conducted jointly by the subject teacher and the external examiner. The External Examiner may be a teacher nominated by the Head of the School who could be from the faculty but not teaching the subject in the section/class. For example, a teacher of English of Class VIII may be deputed to be an External Examiner for Class X.
2. Each candidate will be given a question paper containing instructions and five topics of which he/she must choose one to speak on and discuss with the examiners (See Specimen Paper in English Speaking Skills.)
3. The candidates will be allowed **one hour** for preparation independently.
4. Efforts should be made by the examiners to put the candidate at ease before the presentation begins.

The candidate is required to speak for about two minutes. This presentation will be followed by a discussion with the examiners for about three minutes.

5. Examiners will assess the candidate individually and take the average of their combined scores.

10 marks are awarded for Speaking Skills on the following criteria:

Fluency

Subject Matter

Organisation

Quality of Language

Delivery.

SPEAKING SKILLS IN ENGLISH LANGUAGE

ENGLISH Paper – 1

(Preparation Time : One hour)

(Presentation Time : Two minutes)

A Note for the Candidate

You are required to speak to your examiners for about two minutes on any one of five topics. At the end of your presentation your examiners will start a discussion with you on the topic on which you have spoken, for about three minutes.

You may refer to brief notes on the course of your presentation but reading or excessive dependence on notes will be penalized.

You will have one hour to prepare your topics independently.

The intended marks for questions or parts of questions are given in brackets [].

Choose **one** of the topics given below:

[10]

1. Give a vivid description of a member of your family or a friend. [*You may include a description of what the person looks like, the person's interests and abilities, habits and behaviour and what you feel about him or her.*]
2. Narrate an experience you had while travelling on a bus, train, boat or plane, and say what impression the experience left on you.
3. Recall a current news item in the newspaper or on television. Give an account of the matter and offer your opinion on it.
4. Relate an anecdote, which you consider amusing, featuring a person or people you know.
5. Give reasons why you would like to live in another country **or** why you prefer staying in the country you presently live in.

HINDI

I. इस कथा को ध्यान से सुनिए और उससे मिलने वाली शिक्षा को अपने शब्दों (100 से 150) में लिखिए।

“बहुत समय पहले की बात है। एक बहुत बड़े सन्यासी हुआ करते थे। वे अपने गाँव से दूसरे गाँव की ओर प्रस्थान करना चाहते थे। उन्होंने अपने दो शिष्यों को उस गाँव भेजा ताकि वे उस गाँव में रहने वाले लोगों के बारे में जानकारी ला सकें।

पहला शिष्य जब गाँव से लौटा, तो संन्यासी ने उससे वहाँ के लोगों के विषय में पूछा। शिष्य बोला कि उस गाँव के लोगों से बुरा दुनिया में और कोई नहीं होगा। उसने कहा कि उस गाँव में खूनी, चोरों और वेश्याओं का वास है।

कुछ देर बाद दूसरा शिष्य लौटा, तब संन्यासी ने उससे भी वही प्रश्न किया। दूसरे शिष्य ने कहा कि उस गाँव से बढ़कर भले लोग दुनिया में और कहीं नहीं मिलेंगे। संन्यासी सोच में पड़ गए कि एक ही जगह जाकर दोनों शिष्यों की इतनी भिन्न राय कैसे बन गई। संन्यासी ने दोनों से अपनी राय की पुष्टि करने को कहा।

पहले संन्यासी ने कहा कि जब वह पहले घर गया तो उसे वहाँ एक खूनी मिला, दूसरे घर में चोर और तीसरे में एक वेश्या मिली। इन लोगों को देखकर वह इतना दुखी हुआ कि आगे जाने का इरादा ही छोड़ दिया।

दूसरे शिष्य ने कहा कि वह भी इन्हीं घरों में गया था। खूनी के घर पर पहुँचने पर उसने देखा कि वह सड़क पर पड़े एक बूढ़े आदमी की सेवा कर रहा है। चोर के घर पर उसने पाया कि वह भूखे लोगों को खाना खिला रहा है। जब वेश्या के यहाँ पहुँचा तो देखा कि वह तीन बच्चों को अपने आँचल में समेटे है। पूछने पर पता चला कि वह उन अनाथ बच्चों का पालन पोषण करती आ रही है। जिन लोगों को समाज बुरा मानता है उनमें इतनी अच्छाई पाई तो लगा कि इस गाँव से अच्छे लोग और कहीं नहीं मिलेंगे।”

1. कार्य उद्देश्य

- ध्यानपूर्वक सुनने का अभ्यास कराना।
- हिन्दी भाषा में अपने विचारों को व्यक्त करने का अभ्यास कराना।
- अनजानी, अनदेखी, कहानी अथवा पंक्तियों को सुनकर उनपर दिए गए प्रश्नों के उत्तर देना।
- हिन्दी में लिखने का अधिक अभ्यास कराना।

2. कार्य परिणाम

कार्य पूर्ति के बाद विद्यार्थी:

- कक्षा में सुनाई गई कहानी से मिलने वाली सीख को समझ पाएँगे।
- अपने शब्दों में भावों को व्यक्त कर पाएँगे।

3. कार्य प्रणाली

- कक्षा में नियत कार्य के विषय में चर्चा करें।
- विद्यार्थियों को कार्य का उद्देश्य समझाए।
- कोशिश करें कि दिए गए निश्चित समय में विद्यार्थी कार्य को पूरा कर लें।
(कहानी से मिलने वाली शिक्षा लिखने के लिए ½ घंटे का समय दिया जा सकता है।)
- विद्यार्थियों को मूल्यांकन का आधार समझाएँ।
- विद्यार्थियों को आपस में बात करने का अवसर न दें।

4. मूल्यांकन

मूल्यांकन आधार	अंक
विषय-वस्तु	3
भाषा शैली (वर्तनी, लिंग, आदि)	3
शब्दावली	2
अभिव्यक्ति	2
कुल	10

II. “हमेशा अपने आप को दूसरों की जगह रख के देखो। यदि कोई बात खुद को दुख पहुँचाती है, तो निश्चित ही वह बात दूसरों को भी दुखी कर सकती है।”

इन पंक्तियों को ध्यान में रखते हुए एक मौलिक कहानी लिखिए।

1. कार्य उद्देश्य

- विद्यार्थियों को कहानी लिखने का अभ्यास कराना।
- विद्यार्थियों में भावों को शब्दों द्वारा व्यक्त करने की क्षमता बढ़ाना।
- विद्यार्थियों को कहानी लिखने के सही तरीके से अवगत कराना।
- विद्यार्थियों में कहानी के लिए घटनाओं, चरित्रों, स्थान, आदि की कल्पना करने की शक्ति को बढ़ाना।

2. कार्य परिणाम

कार्य पूर्ति के बाद विद्यार्थी:

- कहानी लिखने के सही तरीके से अवगत हो जाएंगे।
- भावों को सही रूप से व्यक्त कर पाएँगे।

सुझाव

विद्यार्थियों द्वारा लिखी गई एक या दो कहानियों को नाटक का रूप भी दिया जा सकता है।

3. कार्य प्रणाली

- कक्षा में नियत कार्य के विषय में बात करें।
- कहानी लिखने का सही ढंग कक्षा में समझाएँ।
- मूल्यांकन के तरीके को समझाना आवश्यक है।
- कक्षा में प्रश्न पूछने की खुली छूट दें।
- जहाँ भी आवश्यक हो अपना प्रोत्साहन और मार्गदर्शन दें।

4. मूल्यांकन

मूल्यांकन आधार	अंक
कहानी (मौलिकता, कल्पना)	4
भाषा शैली	2
विषय (दी गई पंक्तियों से सम्बन्ध)	2
अभिव्यक्ति	1
कहानी लिखने का तरीका	1
कुल	10

III मुंशी प्रेमचन्द की जीवनी लिखिए। उनके किसी भी एक उपन्यास को पढ़कर कक्षा के सामने उसकी समीक्षा करें।

1. कार्य उद्देश्य

- एक महान उपन्यासकार के जीवन से अवगत कराना।
- हिन्दी भाषा में अधिक से अधिक पढ़ने की प्रवृत्ति पैदा करना।
- हिन्दी भाषा का बोल-चाल में अधिक प्रयोग करना।
- पाठ्य पुस्तक के अतिरिक्त अन्य पुस्तकें पढ़ने का प्रोत्साहन देना।

2. कार्य परिणाम

कार्य पूर्ति के बाद विद्यार्थी:

- मुंशी प्रेमचंद जैसे महान उपन्यासकार के विषय में जान सकेंगे।
- हिन्दी में अपने विचारों को सही ढंग से व्यक्त कर पाएँगे।
- पाठ्य पुस्तक के अतिरिक्त अन्य पुस्तकें पढ़कर हिन्दी भाषा का ज्ञान बढ़ा सकेंगे।

3. कार्य प्रणाली

- पुस्तक समीक्षा के लिए निश्चित किए गए दिन से कम से कम एक सप्ताह पहले उपन्यास पढ़ने को कहें।
- इस बात का ध्यान रखें कि पुस्तकालय में प्रेमचंद की अतिरिक्त पुस्तकें उपलब्ध हैं।
- विद्यार्थियों को पुस्तकों के विषय से अवगत कराएँ।
- नियत कार्य को कक्षा में चर्चा विषय बनाएँ।
- मूल्यांकन के विषय में भी कक्षा में चर्चा करें।

4. मूल्यांकन

मूल्यांकन आधार	अंक
विषय-वस्तु	4
भाषा शैली	2
प्रस्तुति	2
आत्मविश्वास	1
शब्दावली	1
कुल	10

5. आवश्यक सहायता

पुस्तक/पुस्तकालय

IV. “बाप बड़ा न भैय्या, सबसे बड़ा रूपय्या”

इस विषय के पक्ष अथवा विपक्ष में अपने विचार प्रकट कीजिए।

1. कार्य उद्देश्य

- हिन्दी भाषा का बोल-चाल में अधिक से अधिक प्रयोग करना।
- सही शब्दों द्वारा दिए गए कथन के पक्ष अथवा विपक्ष में बोलने की क्षमता को उभारना।
- आत्मविश्वास बढ़ाना।
- आलोचनात्मक भाषा का प्रयोग सिखाना।

2. कार्य परिणाम

कार्य पूर्ति के बाद विद्यार्थी:

- कक्षा के सामने तर्क सहित अपने विचार व्यक्त करने का आत्मविश्वास बढ़ेगा।
- दी गयी पंक्ति की प्रासंगिकता आज के संदर्भ में समझ पाएँगे।
- शब्दों को सही तरह से उपयोग में लाएँ।

3. कार्य प्रणाली है

- वाद-विवाद प्रतियोगिता के विषय को कुछ दिन पहले ही कक्षा में बता दें।
- विद्यार्थियों को समझाएँ कि हिन्दी भाषा के उचित प्रयोग पर ध्यान देना आवश्यक है।
- किसी भी तरह की मदद के लिए तत्पर रहें।
- मूल्यांकन प्रक्रिया अवश्य समझाएँ।

4. मूल्यांकन

मूल्यांकन आधार	अंक
विषय-वस्तु	3
भाषा शैली	3
शब्दावली	2
प्रस्तुति/आत्मविश्वास	2
कुल	10

5. आवश्यक सहायता

पुस्तकें/समाचार पत्र/पत्रिकाएँ

V. अपने विद्यालय के किसी भी बारहवीं कक्षा के छात्र का साक्षात्कार कीजिए और निम्नलिखित विषयों पर जानकारी प्राप्त कीजिए –

- विद्यालय में बारह वर्ष कैसे बीते
- प्रिय अध्यापिका/अध्यापक (कौन, क्यों)
- प्रिय विषय (कौन सा, क्यों)
- भविष्य के सपने
- विद्यालय से जुड़ी यादें

1. कार्य उद्देश्य

- हिन्दी भाषा की समझ बढ़ाना।
- कहे गए कथन को अपने शब्दों में लिखने का अभ्यास कराना।
- सही तरह से योजना के अंतर्गत कार्य करना।

2. कार्य परिणाम

कार्य पूर्ति के बाद विद्यार्थी:

- अपने से बड़ी कक्षा के छात्रों को अधिक बेहतर जान सकेंगे।
- छात्रों द्वारा किए गए अनुभवों को सही प्रकार से व्यक्त कर सकेंगे।

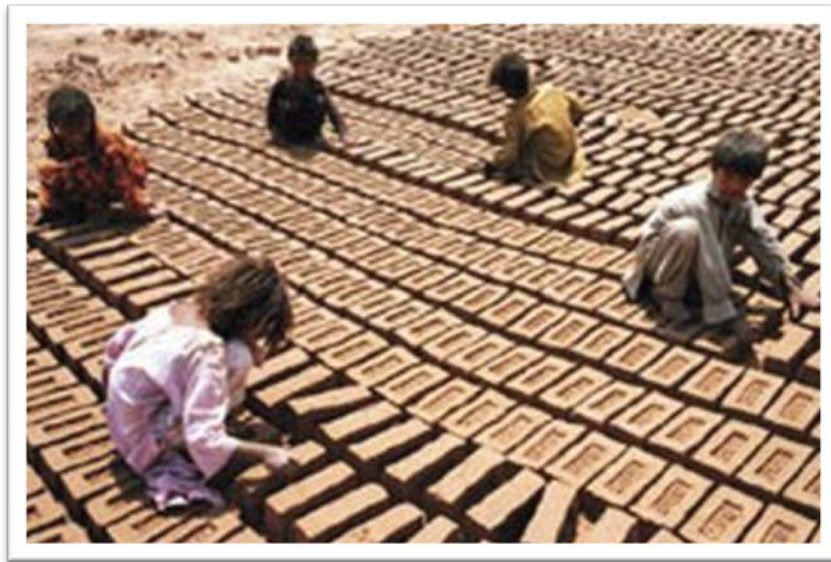
3. कार्य प्रणाली

- मूल्यांकन के आधार समझाएँ।
- विद्यालय में ही इस कार्य की पूर्ति का आयोजन करें।
- किसी भी तरह की सहायता के लिए तैयार रहें।

4. मूल्यांकन

मूल्यांकन आधार	अंक
विषय-वस्तु	4
प्रस्तुति	2
भाषा शैली	2
शब्दावली	2
कुल	10

VI. निम्न चित्र को ध्यान से देखिए तथा इसे आधार मानकर इससे सम्बन्धित जो विचार आपके मन में आते हैं उन्हें व्यवस्थित रूप में प्रकट कीजिए।



1. कार्य उद्देश्य

- अपने विचारों को सही हिन्दी में लिखने का अभ्यास कराना।
- विद्यार्थियों में कल्पना शक्ति को उभारना।
- चित्र को ध्यान से पढ़कर उसके हर पहलु पर प्रकाश डालने का अभ्यास कराना।
- हिन्दी में लिखने का आत्मविश्वास बढ़ाना।

2. कार्य परिणाम

कार्य पूर्ति के बाद विद्यार्थी:

- चित्र अध्ययन कर अपने विचारों को स्पष्ट रूप से प्रकट कर पाएँगे।
- वर्तनी, लिंग और व्याकरण सम्बन्धी गलतियाँ कम से कम करेंगे।

3. कार्य प्रणाली

- चित्र अध्ययन में ध्यान रखने वाली बातों को कक्षा में समझाएँ।
- नियमित समय के भीतर कार्य सम्पन्न करना आवश्यक है।
- हर तरह की मदद के लिए तैयार रहें।
- मूल्यांकन आधार समझाएँ।

4. मूल्यांकन

मूल्यांकन आधार	अंक
विषय-वस्तु	3
भाषा शैली	3
शब्दावली	2
अभिव्यक्ति	2
कुल	10

VII. एक मौलिक कहानी लिखिए जिसका अंत निम्न लिखित पंक्तियों से होता हो :-

“आज का दिन तो जैसे-तैसे बीत गया, न जाने कल क्या होगा।”

1. कार्य उद्देश्य

- विद्यार्थियों में कल्पना शक्ति को बढ़ाना।
- विद्यार्थियों को कहानी लिखने के सही तरीके से अवगत कराना।
- विद्यार्थियों की अभिव्यक्ति को सुधारना।
- विद्यार्थियों में कहानी के लिए घटनाओं, चरित्रों, स्थान, आदि की कल्पना करने की शक्ति को बढ़ाना।

2. कार्य परिणाम

कार्य पूर्ति के बाद विद्यार्थी:

- कहानी लिखने के सही ढंग को समझ सकेंगे।
- कल्पना शक्ति का बखूबी उपयोग कर सकेंगे।

3. कार्य प्रणाली

- कहानी लिखने का सही ढंग कक्षा में समझाएँ।
- दी गई पंक्ति को कक्षा में चर्चा विषय बनाएँ ताकि अलग-अलग तरह के विचार उभरें।
- दो छात्रों को मिलकर कहानी लिखने का सुझाव भी दिया जा सकता है।
- मूल्यांकन के तरीके को समझाना आवश्यक है।

4. मूल्यांकन

मूल्यांकन आधार	अंक
विषय-वस्तु	4
भाषा शैली	2
अभिव्यक्ति	2
कहानी लिखने का तरीका	1
दी गई पंक्तियों से सम्बन्ध	1
कुल	10

VIII. “आधुनिकता की दौड़ में भारतीय संस्कृति और सभ्यता से दूर रहना कहाँ तक लाभदायक है ?”

इस कथन पर अपने विचार लिखिए।

1. कार्य उद्देश्य

- अपने विचारों को सही तरह से अभिव्यक्त करने की क्षमता को बढ़ाना।
- अलग-अलग सूत्रों से जानकारी प्राप्त करके उसे सही ढंग से सम्मिलित कर के लिखना।
- सोचने की शक्ति का विकास कराना।
- कल्पना शक्ति की वृद्धि के लिए प्रोत्साहित करना।

2. कार्य परिणाम

कार्य पूर्ति के बाद विद्यार्थी:

- दिये गये कथन पर अपने शब्दों में अपने विचारों को स्पष्ट रूप से लिख सकेंगे।
- भावों को सही रूप से व्यक्त कर पाएँगे।

3. कार्य प्रणाली

- इस विषय को कक्षा में चर्चा का समय दें।
- हर तरह की सहायता के लिए तैयार रहें।
- छात्रों को प्रश्न पूछने की खुली छुट दें।
- मूल्यांकन प्रक्रिया अवश्य समझाएँ।

4. मूल्यांकन

मूल्यांकन आधार	अंक
विषय-वस्तु	3
भाषा शैली	3
प्रस्तुति	2
शब्दावली	2
कुल	10

5. आवश्यक सहायता

पुस्तकें/समाचार पत्र/पत्रिकाएँ

IX. अपनी पाठ्य पुस्तक कि किसी भी कहानी का एक पात्र चुनिए जो आपको सबसे प्रिय है। उसके चरित्र कि विशेषताएँ बताते हुए लिखिए कि वह आपको प्रिय क्यों है ?

1. कार्य उद्देश्य

- पाठ्य पुस्तक का पूर्ण ज्ञान कराना।
- हर पात्र से अपने आप को जोड़ने का प्रयास कराना।
- चरित्र-चित्रण लिखने का अभ्यास कराना।
- सही शब्दों द्वारा अपने विचारों को प्रकट करना।

2. कार्य परिणाम

कार्य पूर्ति के बाद विद्यार्थी:

- अपने विचारों को आसानी से व्यक्त कर सकेंगे।
- चरित्र-चित्रण लिखने के तरीके से अवगत हो जाएँगे।

3. कार्य प्रणाली

- हर कथा के पात्रों का विस्तृत विवरण दें।
- कक्षा में पात्रों के स्वभाव के बारे में चर्चा का अवसर दें।
- आवश्यकता अनुसार छात्रों का मार्गदर्शन करें।
- कोशिश करें कि सब छात्र अलग-अलग पात्रों का चरित्र-चित्रण लिखें।

4. मूल्यांकन

मूल्यांकन आधार	अंक
विषय-वस्तु	4
भाषा शैली	2
अभिव्यक्ति	2
शब्दावली	1
प्रस्तुति	1
कुल	10

X. अपने पाठ्य पुस्तक कि किसी एक रोचक कहानी का संक्षिप्त विवरण लिखिए।

1. कार्य उद्देश्य

- लिखने का ढंग सीखना।
- कथा में दिए गए कठिन भागों को सरल एवं स्पष्ट रूप से अपने शब्दों में लिखना।
- पाठ्य पुस्तक को ध्यान से पढ़ने की आदत डालना।
- सही शब्दावली का प्रयोग सीखना।
- लिंग, व्याकरण सम्बन्धी अशुद्धियों को कम से कम करना।

2. कार्य परिणाम

कार्य पूर्ति के बाद विद्यार्थी:

- विवरण लिखने का सही ढंग सीख जाएंगे।
- आवश्यक और अनावश्यक पात्रों, घटनाओं में अंतर करना सीख जाएंगे।
- कोई भी कहानी को संक्षेप में अपने शब्दों में लिख पाएंगे।

3. कार्य प्रणाली

- हर कथा को अच्छी तरह, पूरे विवरण के साथ कक्षा में पढ़ाएँ।
- संक्षिप्त विवरण लिखने की विधि कक्षा में समझाएँ।
- मूल्यांकन के विषय में कक्षा में बात करें।
- हर तरह का मार्गदर्शन दें।

4. मूल्यांकन

मूल्यांकन आधार	अंक
विषय-वस्तु	4
भाषा शैली	2
अभिव्यक्ति	2
शब्दावली	2
कुल	10

विषय:- केवल राष्ट्रध्वज फहराने की औपचारिकता ही देशभक्ति नहीं है। पंद्रह अगस्त और द्वादसी जनवरी तक ही भारत में देशभक्ति सिमट कर रह गई है।

देश भक्ति पवित्र नदी। मागीरशी के समान है जिसमें स्नान करने से शरीर ही नहीं अपितु मनुष्य का मन और अन्तरात्मा भी पवित्र हो जाता है। स्वदेश की रक्षा और उसकी उन्नति के लिए अपना तन, मन, धन देश के चरणों में समर्पित कर देना ही देश भक्ति है, देश-प्रेम है। जनमभूमि के प्रति मिष्टा रखना मनुष्य का नैसर्गिक गुण है। जिसकी पवित्र धूलि में लेट-लेट कर हम भारतवासी बड़े हुस्, जिसने हमें रहने के लिए अपने हृदय की गोदी में आवास दिया, उसकी सेवा से विमुख होना कुतर्हता नहीं तो और क्या होगा? किसी ने सच ही कहा है -

जो भरा नहीं है भावों से, बहती जिसमें रसधार नहीं वह हृदय नहीं है, पत्थर है, जिसमें स्वदेश का प्य नहीं

परन्तु यह बहुत ही खेद की बात है कि आधुनिक युग में भारतवासियों में देश के प्रति वो मिष्टा नहीं रही जो कुछ वर्षों पूर्व प्रत्येक भारतवासी में हुआ करती थी। आज की तिथी में देशभक्ति केवल साल के दो दिनों तक ही सीमित रह गई है - वे दो दिन हैं - पंद्रह अगस्त और द्वादसी जनवरी। ये दो दिन हैं जब प्रत्येक भारतवासी अपने हृदय में कुछ घंटों के लिए स्वदेश-प्रेम की भावना विकसित कर ही लेता है। ध्यान दीजिएगा। सिर्फ कुछ घंटों के लिए। इन दो राष्ट्रपर्वों के दिन हर कोई तिरंगा तो फहरा लेता है, नेता गण बड़ी-बड़ी बस्ते तो कह देते हैं, प्रधान-मंत्री और राष्ट्रपति लंबे-लंबे भाषण दातो दे ही देते हैं, पर क्या देशवासियों के हृदय के तार बजते हैं? क्या उनमें देशभक्ति एवं देशप्रेम की भावनाओं का सही भाषणों में संचार होता है? नहीं। राष्ट्रध्वज

फहराना तो आज सिर्फ एक औपचारिकता बन कर रह गया है। ऐसी बात नहीं है कि देश में एक भी सच्चा-देशभक्त नहीं बचा है। आज भी मुत्तलीभर लोग हैं जो वास्तव में देश की सेवा में तत्पर हैं। परन्तु दुःख तो इस बात का है कि देशभक्तों की संख्या इतनी कम है कि हम उन्हें उंगलियों पर गिन सकते हैं।

आज भारत स्वतंत्र है। देश भक्तों के लिए बहुत बड़ा कार्य श्रेष्ठ पड़ा है। भारत में अब भी कई समस्याएँ हैं जिनसे मुक्ति पाना अभी बाकी है। हमें किसान, मजदूरों और श्रमिकों की आर्थिक स्थिति सुधारनी है। असाध्य व्यक्तियों के लिए प्रोजेक्ट वस्त्र और द्रव्य की व्यवस्था करनी है। वर्तमान शिक्षा प्रणाली में अनेक सुधार अभी बाकी हैं। अतः स्वदेश रक्षा के लिए हमें पूर्ण रूप से कटिबद्ध होना चाहिए जिससे कोई भी शत्रु हमारे देश पर कुदृष्टि न डाल सके। देश के उत्थान के लिए ऐसे देशभक्तों की आवश्यकता है, जो अपना सर्वस्व देश के चरणों पर चढ़ाने को उद्यत हो, अर्थात् हमें स्वार्थी या अवसरवादी देश-भक्तों की आवश्यकता नहीं। ऐसा नहीं होना चाहिए कि हम देशभक्ति सिर्फ गिने-चुने अवसरों पर प्रदर्शित करें, अर्थात् हमें संकीर्ण विचारधारा से दूर रहना चाहिए। साल के हर एक दिन हमें समान रूप से राष्ट्रीय प्रेम की भावना को सर्वोपरि रखना चाहिए। हमें भारतवर्ष के उत्थान के लिए पूर्ण रूप से प्रयत्नशील होना चाहिए। आज यह आवश्यक है कि हम लोगों के मन में देश-प्रेम की भावना जागृत करने का प्रयत्न करें। हमें लोगों को इस बात का अर्थ समझाना होगा -

देशप्रेम वह पुण्य क्षेत्र है, अमल-असीम त्याग से विलसित। जिसकी दिव्य रश्मियाँ पाकर, मनुष्यता होती है विकसित।

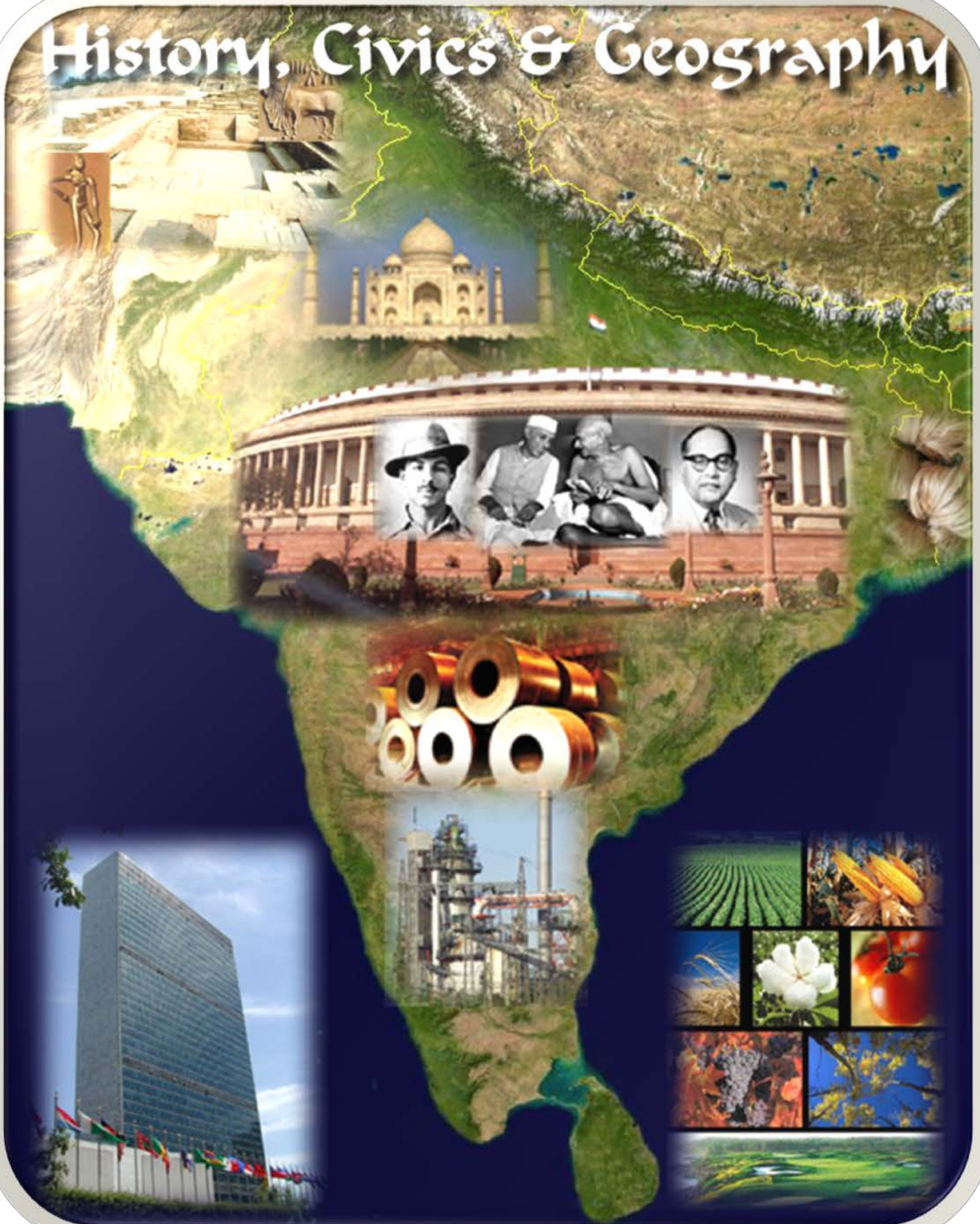
सच तो यह है कि मातृभूमि की मान-रक्षा के लिए

अपने जीवन का बलिदान करने में जो परम आनंद प्राप्त होता है, देशहित के लिए अपना सर्वस्व बलिदान करने में जो सुख और शांति मिलती है उसका अंदाजा एक सच्चा देश भक्त ही लगा सकता है। भारतवर्ष में इस समय निःस्वार्थ देश-भक्तों की बहुत कमी है, अपने-अपने स्वार्थ में सभी संलग्न हैं, देश के हित के लिए कोई छोड़ा सा भी त्याग सहन नहीं कर सकता। यही कारण है कि भारतवर्ष अब तक प्रगतिशील उन्नति नहीं कर पाया है। 47 दिन दूर नहीं जब लोग राष्ट्रध्वज फहराने और राष्ट्रगान गाने वषट् भी देश के सम्मान में खड़ा होना मूल जायेगा। हमें इस स्थिति को उत्पन्न होने से रोकना होगा।

देश भक्ति की ओर बढ़ने का पहला कदम है अपनी आत्मा की शुद्धि कर मानव कल्याण का उदाहरण बनकर अपने जीवन को देश के प्रति समर्पित करना। देश के लिए हृदयका विस्तार एवं बलिदान ही स्वदेश प्रेम की कसौटी है। त्याग के बिना प्रेम बेजान है। ठीक उसी तरह जैसे प्राण के बिना शरीर देश प्रेम एक ऐसा भाव है, जिसका विकास मनुष्यता को पुलकित करता है। देशवासियों का कर्तव्य है कि सच्चे देश भक्तों का मार्गनिर्माण करके सच्चे देशभक्त बनें। अपने देश के लिए अपने स्वार्थ को त्यागना होगा। व्यक्तिगत लाभ-हानि की ओर ध्यान न देते हुए देशहित के लिए अपनी पूर्ण राबित लगा देनी चाहिए। यदि हम देश सेवा में अभी से लग जाए तो निःसंदेह हमारा भारत संसार के उच्चतम राष्ट्रीय में गौरवपूर्ण स्थान प्राप्त कर सकता है। ऐसे देशभक्तों के प्रति एक फूल के मानसिक उद्गार देखिए -

मुझे तोड़ लेना वनमाली, इस पथ देना तुम फ़ैक। मातृ-भूमि पर शीश चढ़ाये, जिस पथ जारें वीर अनेक।

History, Civics & Geography



HISTORY

I. India being the World's largest democracy is also home to a unique blend of religious and cultural diversity. Make a report on the various religions being practised in India and how historical influences have made it a Secular nation.

1. Learning Objectives

- To create an awareness about different religions practised in India.
- To increase the students' knowledge and understanding of different religions.
- To help students discover the influence of religion on the art and architecture of the country.
- To develop skills in searching and locating relevant reference material.
- To develop the ability to collate information and present it in a coherent manner.

2. Learning Outcomes

On completion of the assignment students should be able to:

- respect and understand different forms of religion.
- respect beliefs and faiths other than their own.
- The impact of religion on architecture and literature.

3. Methodology

- Discuss the assignment with students, and explain the evaluation criteria.
- Guide students on the sources of reference materials/libraries.
- Enquire about the progress of the assignment from time to time and encourage students to discuss queries.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting research	2
Reference materials/bibliography	1
Product	
Content	3
Organisation of material	2
Presentation	2
Total	10

5. Support Required

- Access to libraries/newspapers/books/magazines/ internet
- Xerox facilities

II. The Industrial Revolution in India brought about significant changes in the Textile Industry, Transportation and Agriculture sector. Make a report highlighting their effects on the Indian economy.

1. Learning Objectives

- To broaden the scope of a students' knowledge about the Industrial Revolution.
- To help students understand the effects of the Industrial Revolution in India.
- To enable students to learn about the social and economic changes that occurred during and after the Industrial Revolution.
- To develop skills in searching and locating relevant reference material, extracting the required information and subsequent presentation.

2. Learning Outcomes

On completion of the assignment students should be able to:

- understand the importance of the Industrial Revolution.
- enumerate the benefits of the Industrial Revolution .
- understand the effects of the Industrial Revolution on the Indian Economy.

3. Methodology

- Discuss the assignment with students.
- Explain the evaluation criteria.
- Guide students on the sources of reference materials/libraries.
- A periodic enquiry on the progress of the project must be undertaken to encourage students to discuss any form of queries.

Suggestion:

The students can also prepare a comparative study of the economy before and after the Industrial Revolution.

Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting research	2
Reference materials/bibliography	1
Product	
Content	4
Organisation of material	1
Presentation	2
Total	10

4. Support Required

- Access to libraries/newspapers/books/magazines/internet
- Xerox facilities

III. “All men are first among equals”, and any form of human right violation is a setback to UN peacekeeping efforts. Make a report that highlights recent issues where the UN has played an active role in maintenance of peace in areas afflicted by violence, war and terror.

1. Learning Objectives

- To teach students the importance of the UN as a peace keeping organisation.
- To increase awareness about Human Rights organisations and their activities.
- To create awareness on core issues that relate to human equality.
- To instil in students a sense of responsibility and a humane behaviour towards class mates
- To develop a sense of empathy towards fellow classmates in times of despair
- To acknowledge the contribution of important leaders towards peace initiatives.
- To develop skills in collating information and presenting it in a coherent manner.

Suggestion:

The class can be divided into groups. Each group can take up a specific issue like child labour, female infanticide, apartheid, etc.

2. Learning Outcomes

On completion of the assignment students should be able to:

- have a better understanding about ‘human’ issues and various atrocities being committed.
- recognise prominent Human Rights activists organisations and their respective contributions.
- identify prominent World and National leaders and their contribution towards the betterment of the human race.
- analyse some of the human rights problems in India.

3. Methodology

- Discuss the assignment with students.
- Explain the evaluation criteria.
- Encourage classroom discussions based on the above mentioned topic.
- Guide students on the sources of reference materials/libraries.
- A periodic enquiry on the progress of the project must be undertaken to encourage students to discuss their queries.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting research	2
Reference materials/bibliography	1
Product	
Content	5
Presentation	2
Total	10

5. Support Required

- Access to libraries/newspapers/books/magazines/internet
- Xerox facilities



IV. “War doesn’t show who’s right just who’s left!” Support your answer with a critical evaluation citing relevant examples that include the following:

- The effects of war
- Increase in allocations to the defence budget
- The Crisis in the Arab World, Indo Pak Bilateral issues, US conflicts in Afghanistan
- Leaders and activists who are actively involved in peace talks in areas of conflict
- Waging war - Is it necessary at times ?

1. Learning Objectives

- To develop an opinion on the on-going conflicts and issues related to them.
- To help students make a critical evaluation on War related issues
- To help students comprehend the effects of war.
- To enable students to identify leaders/personalities who work towards maintaining world peace.
- To develop skills in collating information and presenting it in a coherent manner.

2. Learning Outcomes

On completion of the assignment students should be able to:

- understand the sensitive issues related to wars and conflicts.
- perceive the current situation of war.
- identify leaders and activists who have made significant contributions to ensure peace.
- Assess the calamities of war and its effect on the human race.
- justify their stand regarding the need of war.

3. Methodology

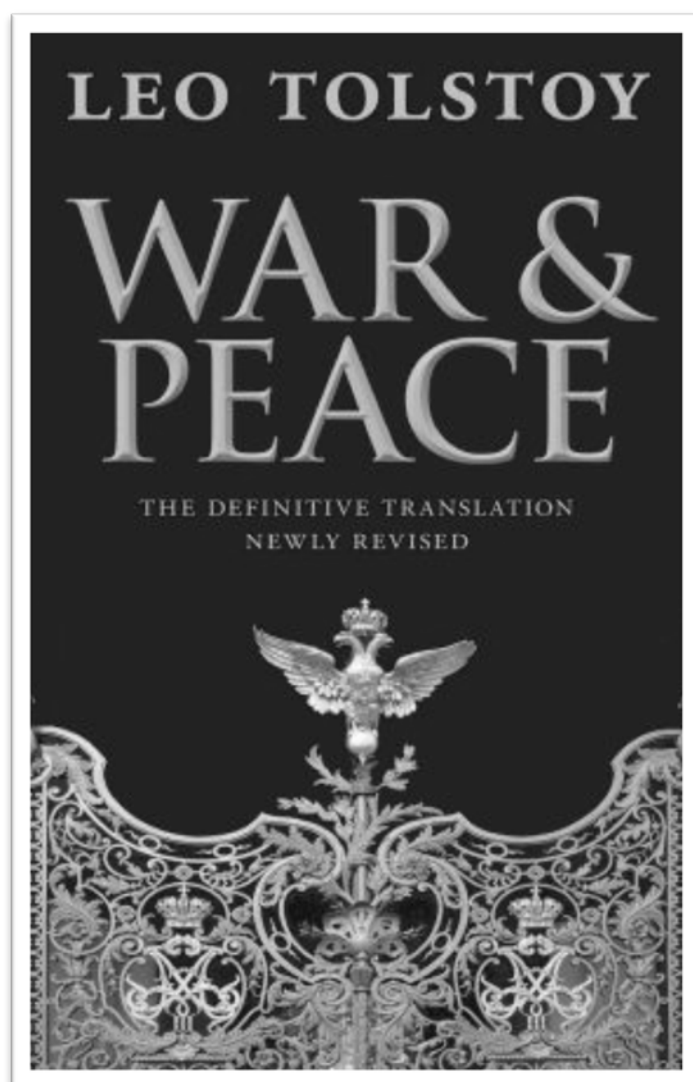
- Discuss the assignment with students.
- Explain the evaluation criteria.
- Organise the class in two groups to present their views for and against the topic.
- Guide students on the sources of reference materials/libraries.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Individual Performance	
Confidence	1
Expression	1
Relevant argument	2
Participation	1
Content of matter/Knowledge	5
Total	10

5. Support Required

- Access to libraries/newspapers/books/magazines/internet
- Xerox facilities



V. India experienced Mughal as well as British rule historically for over 750 years. Make a comparative study in terms of their influence in fields of art , culture, administration and religion.

1. Learning Objectives

- To develop a comparative understanding of the changes that occurred in society during Mughal and British rule.
- To develop an understanding of the various policies implemented by the Mughal and the British.
- To enable students to collate information from various sources and present it in a coherent manner.

2. Learning Outcomes

On completion of the assignment students should be able to:

- understand the impact of the Mughal and British rule in India
- understand the influence in various fields.

3. Methodology

- Discuss the assignment with students.
- Explain the evaluation criteria.
- Guide students regarding the sources of reference materials/libraries.
- A periodic enquiry on the progress of the project must be undertaken to encourage students to discuss any form of queries.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting research	2
Reference materials/bibliography	1
Product	
Content	4
Organisation of material	1
Presentation	2
Total	10

5. Support Required

- Access to libraries/newspapers/books/magazines/internet
- Xerox facilities

VI. Mahatma Gandhi played one of the most crucial roles in India's freedom through his belief in Non-violence. As a youth of Modern India how would you identify with his ideals and principles in present day context . Prepare a report highlighting your comments.

1. Learning Objectives

- To teach students about Mahatma Gandhi and his ideals and principles
- To help students discover how an individual brought about substantial changes to society.
- To develop the ability to give a reasoned response.

2. Learning Outcomes

On completion of the assignment students should be able to:

- understand the impact a leader can have on society.
- identify prominent leaders who have made contributions for the betterment of society.
- recognise and appreciate leaders who through their works and ideology, have made an impact and influence in the lives of millions of people.

3. Methodology

- Discuss the assignment with students.
- Explain the evaluation criteria.
- Guide students regarding the sources of reference materials/libraries.
- A periodic enquiry on the progress of the project must be undertaken to encourage students to discuss any form of queries

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting research	2
Reference materials/bibliography	1
Product	
Content	4
Organisation of material	1
Presentation	2
Total	10

5. Support Required

- Access to libraries/newspapers/books/magazines/Internet
- Xerox facilities

CIVICS

I. The Parliamentary form of governance is ideally suited to a democratic set up such as India as against the Presidential form adopted by the US. Which however according to you is a better form of governance? Support your answer with relevant examples and arguments.

1. Learning Objectives

- To create an awareness about the present political scenario in leading democracies of the world
- To develop an understanding of the working of a parliamentary government and a presidential form of government.
- To develop skills in searching and locating relevant reference material, systematically with effective reference skills in conducting research.
- To develop thinking and analytical skills.

Suggestion:

A debate may be organised in class with students speaking for / against Parliamentary Governance or Presidential form of governance.

2. Learning Outcomes

On completion of the assignment students should be able to:

- use reference materials for the purpose of conducting a research.
- present information collected from various sources in a coherent manner.
- Compare the present political situations in India and the US
- form opinions based on the use of a range of sources as evidence.
- Justify their positions with argumentative support.

3. Methodology

- Discuss the assignment with students.
- Explain that the evaluation is based on multiple criteria.
- Guide students on sources of reference.
- Enquire about the progress of the assignment at regular intervals.
- Encourage students to discuss their queries.
- A list of sources for reference may be prepared by students.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting research	2
Reference materials/bibliography	1
Product	
Content	3
Organisation of material	2
Presentation	2
Total	10

5. Support Required

- Access to library/reference books/newspapers/Internet
- Xerox facilities



II. Identify the Major Political parties in India who operate at the National and State level. As an aspiring politician who wishes to float your own party, state its Name and Symbol, and what would its slogan be. In addition how would you contribute towards a fair and free election? Prepare a report on the same.

1. Learning Objectives

- To familiarize students with the working of a political party.
- To develop a keen interest in the present political scenario.
- To create an awareness about the electoral system.
- To develop skills in searching and locating relevant reference material.
- To stimulate creativity and imagination.

2. Learning Outcomes

On completion of the assignment students should be able to:

- Identify the major political parties in India.
- distinguish between the working of different political parties.
- appreciate the need for free and fair elections.

3. Methodology

- Discuss the assignment with students.
- Explain the evaluation criteria.
- Guide students on the sources of reference materials/libraries.
- Enquire about the progress made on the assignment periodically, and encourage students to discuss their queries.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting research	2
Reference materials/bibliography	1
Product	
Content	4
Organisation of material	1
Presentation	2
Total	10

5. Support Required

- Access to libraries/newspapers/books/magazines/internet
- Xeroxing facilities

III. As citizens of Independent India how have we fared in the provision of our fundamental rights of Justice, Liberty, Equality and Fraternity as framed in the Constitution more than 60 years after independence? Prepare a critical report.

1. Learning Objectives

- To make students aware of the ideals contained in the Indian preamble.
- To develop an understanding of each and every term mentioned in the preamble.
- To develop the ability to give a reasoned response.

2. Learning Outcomes

On completion of the assignment students should be able to:

- understand the various terms mentioned in the preamble.
- judge whether the ideals mentioned in the preamble have been realised or not.
- organise the material collected in a meaningful form.
- express their opinion giving valid arguments.

3. Methodology

- Discuss the assignment with students.
- Explain that evaluation is based on multiple criteria.
- Instruct students to provide a written list of names and sources of references used.
- Encourage students to discuss their queries.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting the research	2
Product	
Content	4
Organisation	2
Presentation of matter	2
Total	10

5. Support Required

- Books/libraries/internet
- Xerox facility

IV. As the Speaker of the Lok Sabha how would you conduct a day's proceedings as per your given functional role.

1. Learning Objectives

- To widen students' knowledge on the functional role of the Speaker of the Lok Sabha.
- To develop the ability to collate information from various sources.
- To be able to speak confidently.
- To develop skills of critical thinking amongst students.

2. Learning Outcomes

On completion of the assignment students should be able to:

- express themselves clearly and coherently using appropriate arguments.
- develop skills and the confidence in public addressing
- understand the importance of the democratic setup and the role of the Speaker.

3. Methodology

- Discuss the functions and role of the Speaker of the Lok Sabha
- Discuss the assignment with students.
- Divide the class in groups of 4-5 students.
- Explain that evaluation is based on multiple criteria.
- Each group is to make a presentation, either for or against the topic.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Participation in the group	2
Product	
Content	6
Manner of speaking	2
Total	10

5. Support Required

- Books/libraries/internet
- Xerox facility

V. Interview a Judge or a lawyer of the High Court/lower court who resides in close vicinity. The interview must be structured to gather information on his/her -

- **qualifications**
- **conditions of service**
- **pay and allowances**
- **powers and jurisdiction**
- **functions and duties**
- **most interesting case handled by him/ her to date**

Present a report on the same.

1. Learning Objectives

- To develop an understanding of the composition and qualification of judges/lawyers in the High Court/Local Courts.
- To enable students to know about the procedure of appointment, functions, powers and duties of the judges/lawyers of the high court/ supreme court.
- To develop the ability to collect information using tools such as interview schedules.

2. Learning Outcomes

On completion of the assignment students should be able to:

- have a better understanding of the judicial system in India.
- relate subject matter studied in class to real life happenings.

3. Methodology

- Discuss the purpose of the assignment with students.
- Explain the criteria of evaluation
- Suggest that two students may undertake the project jointly.
- Students must be assisted in obtaining the names and addresses of concerned judges/lawyers whose cooperation is essential for carrying out the assignment.
- Help students in developing simple interview schedules.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Method of conducting the research	2
Product	
Content	6
Organisation and presentation	2
Total	10

5. Support Required

- Names and addresses of the judges/lawyers.
- Official correspondence from school informing concerned Judges/Lawyers to extend all possible assistance.

U.N.O : ROLE IN PEACEKEEPING



WORKS OF THE UNITED NATIONS

UN AND PEACE

World peace is the most desired goal of United Nations. Under the Charter, Member States agree to settle disputes by peaceful means and refrain from threatening or using force against other States. The United Nations activities cover the principal areas of conflict prevention, peace making, peace keeping, enforcement and peace building. Over the years, the UN has played a major role in helping defuse international crises and in resolving protracted conflicts.

UN efforts have produced dramatic results. The UN helped defuse the Cuban missile crisis in 1961 and the Middle East Crisis in 1973. In 1988 a UN sponsored Peace Settlement ended the Iran-Iraq war and the following year UN sponsored negotiations led the withdrawal of Soviet troops from Afghanistan. In the 1990s, the UN was instrumental in restoring sovereignty to Kuwait and played a major role in ending civil wars in Cambodia, El Salvador, Guatemala and resolving or containing conflict in various other countries.

When in September 1999, a campaign of violence forced some 200,000 East Timorese to flee their homes following a vote on self-determination, the UN authorised the despatch of an international security force, which helped restore order. Subsequently, a UN Transitional Administration Over saw the territory's transition to independence

on 20 May, 2002 as East-Timor. And when terrorists attacked the World Trade Centre in USA on 11 September 2001, the Security Council acted quickly - adopting a wide-ranging resolution which obligates States to ensure that any person who participate in financing, planning, preparing or supporting terrorists act is brought to justice.

UN PEACEKEEPING

United Nations Peacekeeping operations are a crucial instrument at the disposal of the international community to advance international peace and security. The role of peacekeeping was internationally recognised in 1988, when the United Nations peace-keeping force received the Nobel Prize.

UN pioneered peace keeping operations in 1948 with nearly 130 voluntary countries. Since then it has established a total of 63 operations - 50 of these since 1988. On 1st October, 2007 there were 17 active peace keeping operations. Over the years the United Nations has steadily developed its capacity as peace-keeper and peace-maker. Following are the specific works being done by the United Nations to maintain peace and harmony:

IN THE AMERICAS

UN Peace making and peace keeping have been instrumental in resolving protracted conflicts in Central America. In 1989, in Nicaragua, the peace effort led to voluntary demobilization of the resistance movement, whose

members turned in their weapons to the UN. In 1990, a UN Mission observed elections in an independent country - Nicaragua. In El Salvador, peace talks mediated by the Secretary General ended 12 years of fighting and a UN peacekeeping mission verified implementation of all agreements. In Guatemala, UN assisted negotiations ended a 35 years civil war.

Following the departure of President Jean Bertrand Aristide from Haiti on 29 February 2004, the Security Council responding to a request by interim President of Haiti, authorised the immediate deployment of a multinational force to support a peaceful and constitutional process in the country under secure and stable condition.

UN IN EUROPE

United Nations peacekeeping force in Cyprus continues to supervise the cease fire lines, maintain the buffer zone and undertake humanitarian activities on the divided island. Its presence provides a conducive environment for diplomatic efforts of the Secretary General and his special advisors, aimed at promoting negotiable and achieving comprehensive settlements. The UN worked strenuously towards resolving the conflict in the former Yugoslavia while resolving the conflict and providing relief assistance to millions of people. From 1992 to 1995, UN peacekeepers helped bring peace and security to Croatia, protect civilians in Bosnia and Herzegovina and ensure that the former Yugoslav Republic of Macedonia was not drawn into the war. Today, the United Nations Interim Administration

Mission in Kosovo (UNMIK) continues to work with the people of Kosovo to create functioning, democratic society.

IN ASIA AND PACIFIC

NEPAL: United Nations work in Nepal gained visibility in 2005 when United Nations High Commissioner for Human Rights established a sizeable office in the country. United Nations Mission in Nepal (UNMIN) has been successfully working in Nepal.

EAST TIMOR: UN brokered talks between Indonesia and Portugal culminated in May 1999 agreement which paved the way for a popular consultation on the status of the territory. UN supervised voter registration led to an August 1999 ballot in which 78% of East Timorese voted for independence leading to the establishment of the independent state of East Timor on 20 May, 2002. A United Nations Assistance Mission in East Timor remains in the country to assist in the establishment of core administrative structures, including the justice system and law enforcement, while contributing to the maintenance of stability and security. 25th August, 2007 United Nations Integrated Mission in Timor-Leste (UNMIT) was established to support the Government in consolidating stability.

UN IN THE MIDDLE EAST: UN concern over the Arab-Israeli conflict spans nearly six decades and five full-fledged wars.

The UN has defined principles for a just lasting peace, including two Security Council resolutions which remain the basis for an overall settlement. The UN has supported other initiatives aimed at solving underlying political problems and has dispatched various peacekeeping operations to the region. The first military observer group of UN was set up in 1948 and maintains its presence in the area to this day.

On the diplomatic front, the United Nations actively participate in efforts to reach a negotiated solution as a Member of the Quartet - comprising the UN, the United States, the European Union and the Russian Federation. In 2003, a Road Map to a permanent two States solution presented by Quartet, was accepted by both parties but has not yet been implemented. Meanwhile, the UN continues, through the actions of the Security Council and other bodies, as well as of the Secretary General and his Special Coordinator for the Middle East Peace process, to promote a peaceful resolution of the situation.

IN AFRICA

UN peace efforts have taken many forms over the years, including the long campaign against apartheid in South Africa, active support for Namibian Independence, a number of electoral support and missions and 23 peace keeping operations. The most recent operations were established in Liberia (2003, Burundi), (2004) and the newly authorized United Nations Mission in Sudan (2005).

The UN had already been on ground in Sudan, to

address what the UN Emergency Relief Coordinator had called the worst non-natural humanitarian crisis in the world. The global humanitarian community including the UN, Non-governmental Organisation and the Red Cross had already fielded 9000 aid workers. And in March 2005, acting on findings of widespread human rights violations, the Security Council referred the situation in the Darfur region of Sudan to the Prosecutors of the International Criminal Court. The UN has also undertaken wide-ranging diplomatic efforts to restore peace in the Great Lakes region, and it is helping to prepare for a referendum on the future of Western Sahara.

GULF CRISIS

On 2nd August, 1990, Iraq, invaded and annexed Kuwait. This was a great blow to the rest of the world. The Security Council imposed an economic blockade on Iraq, by which countries cut off economic relations with Iraq. Through a resolution, the Security Council approved the use of force if Iraq failed to quit Kuwait by 15 January, 1991. This resolution enabled the multinational forces, led by USA to liberate Kuwait. In 1995, the sanctions were partially lifted and Iraq was allowed to sell oil for food.

The region had been threatened by confrontations between Iraq and USA, as Iraq had refused to allow UN weapons inspectors to visit all the sites, where it was said to store its weapons. Another instance took place in early 1998 when Iraq again refused permission to UN weapons inspectors

to visit the sites, believed to contain weapons. USA threatened to attack Iraq, and was supported in her stand by Britain. Other members of the Security Council however did not advocate hostile action against Iraq.

The UN Secretary General, Kofi Annan saved the situation by concluding an agreement with Iraq. According to the agreement, Iraq, promised to provide full cooperation to the UN Special Commission (UNSCOM) which was entrusted with the responsibility of over-seeing the disarmament of Iraq's weapons of mass destruction. In January 2002, United Nations Security Council demanded Iraq to allow UN inspectors to carry on investigations to find out weapons of mass destruction. Subsequently, Iraq allowed inspectors without any pre condition, while the inspection was going on in Iraq to find out the the weapons of mass destruction. America knowing well that it does not have required support in the Council withdrew resolution and attacked Iraq in the last week of March, 2003. The Gulf War was resulted into the triumph of the US.

On 28 June 2004, sovereignty was officially transferred from the coalition Provisional Authority to the new Iraqi Interim Government. The United Nations on 28 April, 2005 welcomed the formation of the new Iraqi Government. The United Nations considered it as an important step in the country's democratic transition and reiterated its call for the participation of all sectors in the political process after Sunni Arabs stayed away from the recent elections that elected the transitional National Assembly.



**WOMEN IN PEACEKEEPING:
THE POWER TO EMPOWER**

GEOGRAPHY

I. Natural Disasters have in recent times become a cause of concern with many areas being affected by Floods, Earthquakes, Hurricanes, Volcanic eruptions and other ecological disasters leading to huge losses to human life and property. What steps must be undertaken to reduce their occurrence and ensure their prevention. Prepare a report on the same using additional tools of Sketch maps and other reference material.

Learning Objectives

- To create awareness regarding recent ecological disasters; their social and economic impact.
- To enhance the understanding of how and why ecological disasters take place.
- To help students identify ways and means of preventing specific ecological disasters.
- To develop the ability to gather information and present it in a coherent manner.

1. Learning Outcomes

On completion of the assignment students should be able to:

- know what ecological disasters are.
- list some of the recent ecological disasters that have happened in India/ around the world.
- have a better understanding of the man-environment interaction and how human activity affects the environment.
- understand the effects an ecological disaster has on the socio-economic lives of people.
- identify ways by which ecological disasters may be prevented.

2. Methodology

- Discuss the assignment with students.
- Explain the Evaluation Criteria.
- Guide the students regarding available sources of references.
- Enquire about the progress made and give constant encouragement.
- Students must be informed to list their sources and references.
- Encourage the use of reference tools.

3. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting research	2
Reference materials used	1
Product	
Content	4
Presentation	2
Organisation of matter	1
Total	10

4. Support Required

- Access to libraries/newspapers/books/magazines/Internet
- Xerox facilities



II. Make a comparative study of grain farming (wheat and corn) in India with that of the commercial grain farming system of Central USA. Use sketch maps and pictures to enhance your study.

1. Learning Objectives

- To create an awareness about the farming industry in India and USA.
- To enable students to draw comparisons between the two agricultural systems.
- To help students understand how economically viable these systems are.
- To develop skills in collection of data/ facts from various sources.
- To develop skills in presentation of data in various ways like sketch maps and diagrams.

2. Learning Outcomes

On completion of the assignment students should be able to:

- understand the farming techniques used in both countries.
- understand the economic gains of the industry.
- enumerate some of the problems faced by the industry.

3. Methodology

- Discuss the assignment with students.
- Explain the criteria of evaluation
- Guide students about available sources of references.
- Enquire about the progress made and give constant encouragement.
- Students must be advised to list their sources and references.
- Encourage the use of reference tools.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting research	2
Reference materials used	1
Product	
Content	4
Presentation	2
Analysis	1
Total	10

5. Support Required

- Access to libraries/newspapers/books/magazines/Internet
- Xerox facilities

III. Water Conservation is the need of the hour as recent studies indicate the rapidly dwindling sources of Fresh water with its demand far exceeding existing supply. Make a report highlighting the need for Water harvesting, methods and ways of avoiding the wastage of this precious resource.

.

1. Learning Objectives

- To sensitise students about the need to conserve natural resources.
- To create awareness campaign regarding water conservation.
- To enable students to gain an in-depth knowledge of Rain Water Harvesting.
- To help students identify ways in which they can save water.
- To develop skills in gathering information from various sources and obtaining relevant material.

2. Learning Outcomes

On completion of the assignment students should be able to:

- explain the basic principle of rain water harvesting.
- understand the social/economic/ecological gains of rain water harvesting.
- list some of the initiatives that they/their family can take to conserve water.

3. Methodology

- Discuss the assignment with students.
- Explain the criteria of evaluation
- Guide students about the available sources of references.
- Enquire about the progress made and give constant encouragement.
- Students must be advised to list their sources and references.
- Encourage the use of reference tools.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting research	2
Reference materials used	1
Product	
Content	3
Presentation	2
Organisation of matter	2
Total	10

5. Support Required

- Access to libraries/newspapers/books/magazines/Internet
- Xerox facilities

IV. Group Work – Small Scale Industries not only helps in providing employment to local population but brings about balanced regional development. Undertake a visit to observe the local cottage industry in your city / town with reference to its location, employment opportunities, types of products, scale of operations and problems faced by the industry.

Make a presentation in front of the class.

1. Learning Objectives

- To create an awareness about local industries in the area.
- To help students understand how their city/town has been impacted by the local industry / industries.
- To develop skills in collection and use of data/ facts.
- To develop the ability to present information with the help of appropriate aids like sketch maps and diagrams.
- To be able to draft and use different tools to gather data, conduct interviews and prepare questionnaires.
- To encourage teamwork.

2. Learning Outcomes

On completion of the assignment students should be able to:

- list the cottage industries present in their locality.
- assess the social/economic/ecological gains of a particular industry to their city/town.
- identify the problems faced by different industries in their locality.
- pose questions and gain information from relevant sources.
- enjoy and appreciate team work.

3. Methodology

- Discuss the assignment with students.
- Divide the class into groups so that each group works on a different cottage industry.
- Members of each group can work on a different aspect of the project.
- Explain the Evaluation Criteria.
- Inform students that group participation will be judged .
- Guide the students about available sources of references.
- Enquire about the progress made and give constant encouragement.
- Students must be advised to list their sources and references.
- Encourage the use of reference tools/interview schedules.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Participation	2
Reference materials used	1
Product	
Content	4
Presentation	2
Organisation of matter	1
Total	10

5. Support Required

- Contact details of local industries/ authority letter so that students have no difficulty in approaching the local industries
- Visits to some local industries, if possible, by the school
- Access to libraries/newspapers/books/magazines
- Xerox facilities



V. “India is a Tourist’s paradise”. Study the various tourist destinations and submit a detailed report on any two tourist destinations that you have found to be an exciting and unique experience. The report must include the following:

- (a) location of the tourist spots (use maps or sketch maps);**
- (b) places to visit;**
- (c) local art and craft;**
- (d) food/customs;**
- (e) climate;**
- (f) transport facility available to reach the destination;**
- (g) details of any local handicraft industry, if present;**
- (h) socio-economic impact of tourist place/s on the revenue of the country.**

Choose the tourist destinations keeping in mind the geography (location/ climate/ vegetation) of the place and its role in making it a tourist destination.

1. Learning Objectives

- To increase awareness about the various tourist destinations in the SAARC countries.
- To help students understand why certain places are popular among tourists.
- To help students understand the impact which tourism has on the socio-economic profile of a country.
- To widen the students’ knowledge about other countries, their people and their customs.
- To encourage the use of maps and sketch maps to show location/transport routes/industries.
- To encourage the usage of an Atlas.
- To develop skills in collection and use of data/ facts.

2. Learning Outcomes

On completion of the assignment students should be able to:

- name some tourist spots in India.
- locate the tourist spots in India on a map.
- understand how the geography (location/climate/vegetation) of a place is responsible in making it a tourist destination.
- know the importance of map work. (cities/transport/industry).
- gain knowledge about the tourist industry in India.

3. Methodology

- Discuss the assignment with students.
- Explain the Evaluation Criteria.
- Guide students regarding available sources of references.
- Enquire on the progress made and give constant feedback.

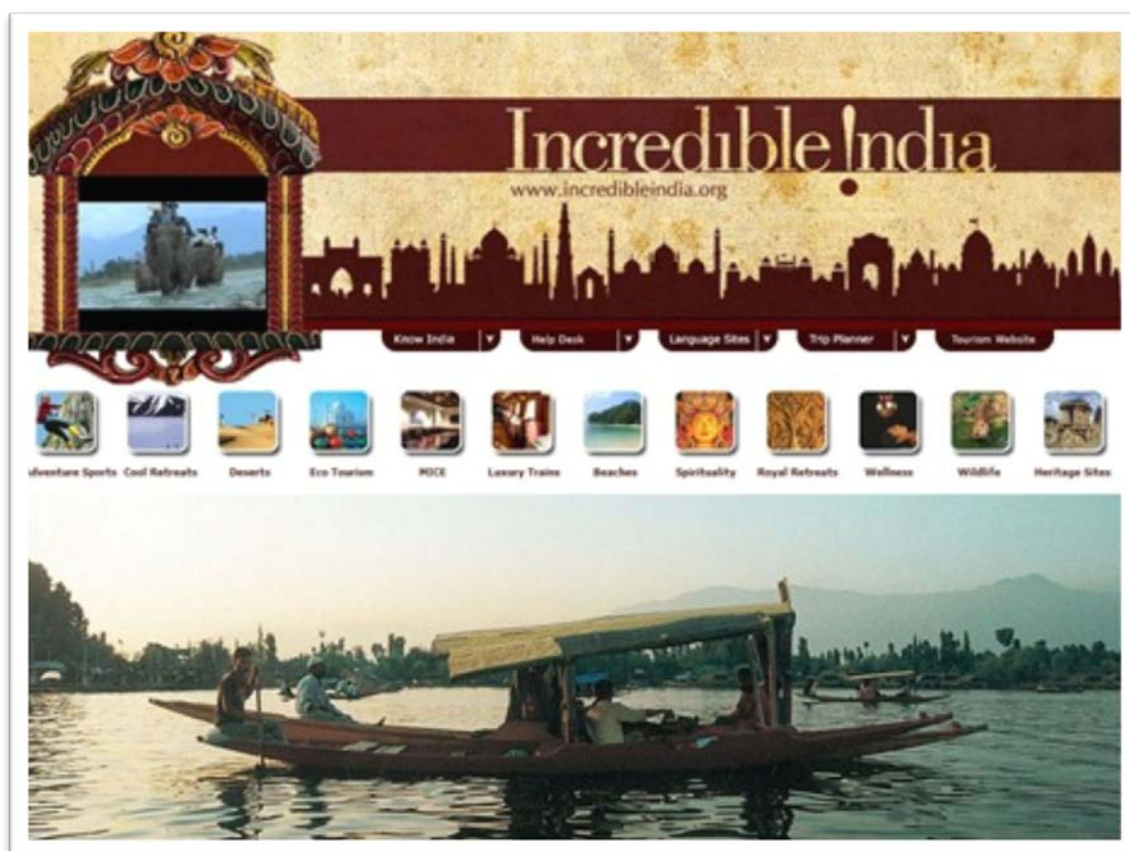
- Students must be told to list their sources and references.
- Encourage the use of reference tools.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting research	2
Reference materials used	1
Product	
Content	4
Presentation	2
Organisation of matter	1
Total	10

5. Support Required

- Access to libraries/newspapers/books/magazines/Internet
- Xerox facilities



VI. Undertake a tour around your city and its adjoining areas to find out how industrial growth can change an area. Your report should include the following -

- 1. Type of settlements;**
- 2. Industrial development in the region;**
- 3. Main industries of the region;**
- 4. Main Occupation of the people;**
- 5. Amalgamation of the upcoming suburban industries into the city;**
- 6. Advantages and disadvantages of upcoming industries in the outskirts of major cities.**

You may cite examples from National Capital Regions (NCRs).

1. Learning Objectives

- Develop an understanding of the importance of increasing industrialisation and its impact on the population.
- To create awareness regarding changes in the society (e.g.: shift from agricultural industry to technology based industry) over a time span.
- To create awareness among students about the population, occupation of the people and economic conditions of the city they live in.
- To develop skills in drafting and using different tools like interview schedules and questionnaires to gather data.

2. Learning Outcomes

On completion of the assignment students should be able to:

- have a better understanding of their city and its adjoining areas.
- list the existing industries in their region.
- understand how the industries have influenced life around them.

3. Methodology

- Discuss the assignment with students.
- Help students in preparing simple questionnaires and interview schedules.
- Explain the Evaluation Criteria.
- Guide students regarding available sources of references.
- Enquire on the progress made and give constant encouragement.
- Students must be told to list their sources and references.

4. Evaluation

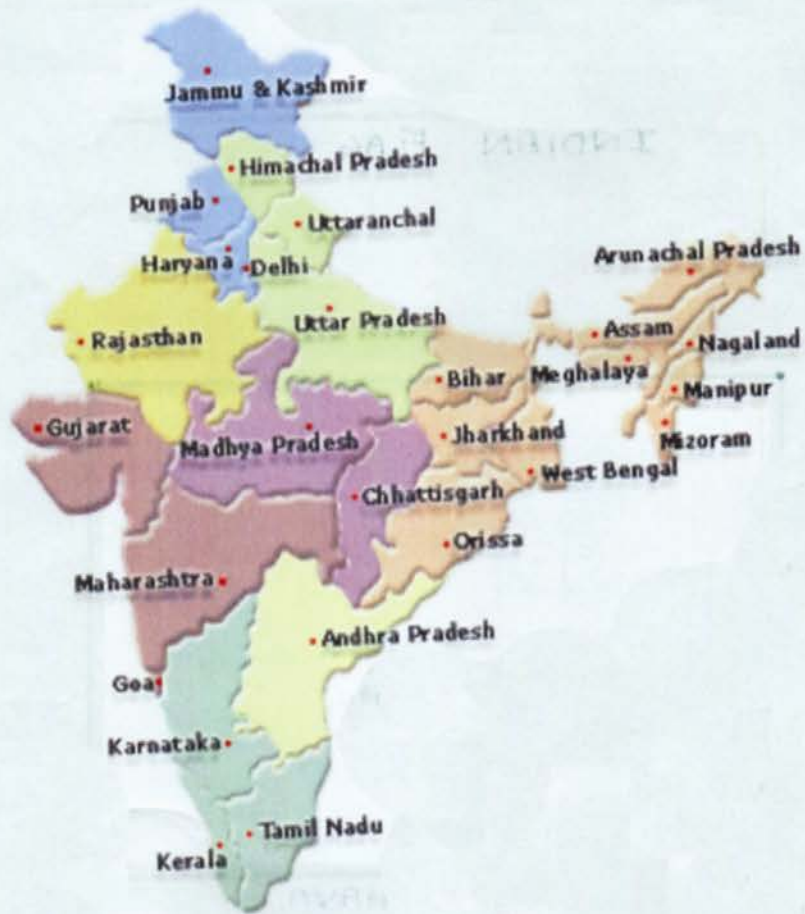
Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting research	2
Reference materials used	1
Product	
Content	4
Presentation	2
Organisation of matter	1
Total	10

5. Support Required

- Access to libraries/newspapers/books/magazines/Internet
- Xerox facilities



INDIA : A TOURIST PARADISE



India is one of most amazing tourist destinations across the world for global tourists. It is a country featuring wide-open spaces and exotic cultural treasures. Indian tour will enthrall the visitors when you see magnificent monuments, heritage temples and the vibrant celebrations of Indian festivals on your Indian holiday. Be mesmerized by the ethereal Taj Mahal in Agra, India. Enjoy a tour to India that has always been one of the most sought after tourist destination for the wide variety of travel options it has.

DISCOVER INDIA

A trip to India will leave you spellbound with the wide array of travel options it throws in front of you. Right from the visit to its beautiful monuments like the Taj Mahal, to the ancient and modern day temples, beautiful beaches, picturesque hill stations, wildlife adventures and much more. Indian Tourism has always worked on the "Atithi Devo Bhava" concept, which means "Guests are god" and going by this Sanskrit coinage, the Indian Population at large has always carried forward this

7



INCREDIBLE INDIA



of treating their guests like gods with the best of hospitality.

PRIME ATTRACTIONS

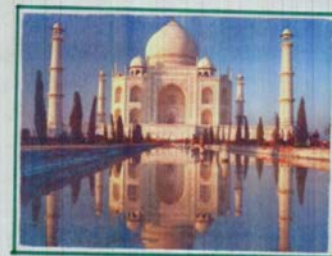
TAJ MAHAL

Taj Mahal is one of the most splendid architecture built by the Mughal rulers in India. Counted amongst the Seven Wonders of the World, Taj Mahal is a beautiful epitome of love which was built by the ruler Shah Jahan in remembrance of his late wife. Standing tall in beautifully carved out white marbles amidst the lush green surroundings, this monumental pride of India is one of the must visit destinations of India.

GOA - THE BEACH CAPITAL

A trip to India is very much incomplete without a visit to the breathtaking beaches of Goa. The destination of Goa is often dubbed as the Beach Capital of India because of its number of sandy beaches. This former Portuguese colony is a place for all seasons and reasons and is one of the most visited destinations inside India.

8



THE TAJ MAHAL



UNDERWATER TOURISM IN
GOA

Hill station destinations in India include Shimla, Mussoorie, Nainital, Ooty, Darhousie, Panipat, Kodaikanal, Mount Abu and so on.

KERALA - GOD'S OWN COUNTRY

Kerala is famous for its beautiful backwaters. Beaches and Hill Stations are the attractive features of this state in India which is often called God's own country for its natural delights. Kerala is also known for being the Ayurvedic hub of India. It is a most visited place for global tourists' population seeking ancient Indian Ayurvedic treatments.

RELIGIOUS PLACES OF INDIA

India is a secular country where there exists a freedom to worship any religion. Two such famous religious landmarks of India are:

JAMA MASJID

Built by the Mughal emperor Shah Jahan, Jama Masjid in New Delhi, India is undoubtedly the biggest mosque in Asia. This beautifully designed mosque is a place of great religious significance for the Muslim community.

9



BACKWATERS IN KERALA



JAMA MASJID

GOLDEN TEMPLE

The Golden Temple or the Swarn Mandir as it is known in India is located in Amritsar, Punjab. It is one of the most important religious destinations for the Sikh community. The golden colour as well as the large sarovar (lake) adds to the beauty of this beautiful religious place of India.

HISTORICAL SITES OF INDIA

India is a place with rich historical heritage. Some of the famous historical sites include

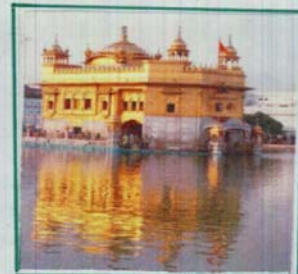
INDIA GATE

Located in the heart of India, the capital city of Delhi, India Gate stands tall as the pride of the nation. It is one of the largest war memorials inside India foundation for which was laid way back in 1921.

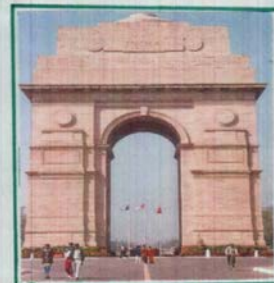
KHAJURAHO

Khajuraho is a famous archaeological site in Madhya Pradesh. It is counted as a popular UNESCO travel destination and is known for its beautiful and ancient sculptures.

10



GOLDEN TEMPLE



INDIA GATE

KONARK TEMPLE

Konark Temple also called the Sun Temple is a popular tourist destinations in Orissa. It is dedicated to the Sun God and dates back to the 13th century.

WILDLIFE IN INDIA

India is one of the best wild life destinations of the world. Tiger is the national animal of India and just a glimpse of the Royal Bengal Tiger is an attractive incentive for the wildlife buffs to plan a trip to India. Some of the famous National Parks and wildlife sanctuaries inside India include: The Corbett National Park, Bharatpur Bird Sanctuary, Kanha National Park, Periyar National Park and the Ranthambore National Park.

MOVING AROUND BY TRAIN

India has one of the strongest and biggest Railway infrastructure in the world. Moving around the country is made easy by the vast reach of the Indian Railways. Railways are the lifeline of the nation when it comes to moving from destination to the other.

11



KHAJURAHU



KONARK TEMPLE



BENGAL TIGER IN SUNDERBANS

RAJASTHAN FORTS AND PALACES

The ancient forts and palaces of Rajasthan have been witness to the rich history of India. Some of the prominent amongst them are:

1) SONAR KILA

The Sonar Kila in Jaipur, India means a Golden Fort, and it got its name because of the yellow sandstone used.

2) JUNAAGARH FORT

Built in the 15th century, the Junagarh Fort is one of the finest specimen of architecture built in Bikaner, Rajasthan.

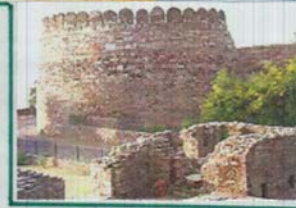
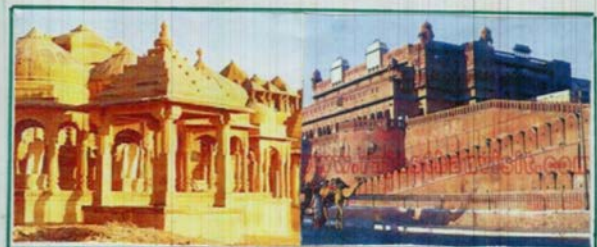
3) CHITTORGARH FORT

The mighty Chittorgarh Fort is considered to be one of the biggest forts in Asia. There are seven majestic gates before entering the Chittorgarh fort which add to the beauty of the fort.

HILLS - NATIONAL ABODE

If you are searching for the hills as a getaway from your daily blues then India is a perfect destination for you. India is home to some of the best hill stations in the world where one can relax and enjoy with the beautiful natural surroundings. Some of the famous

12



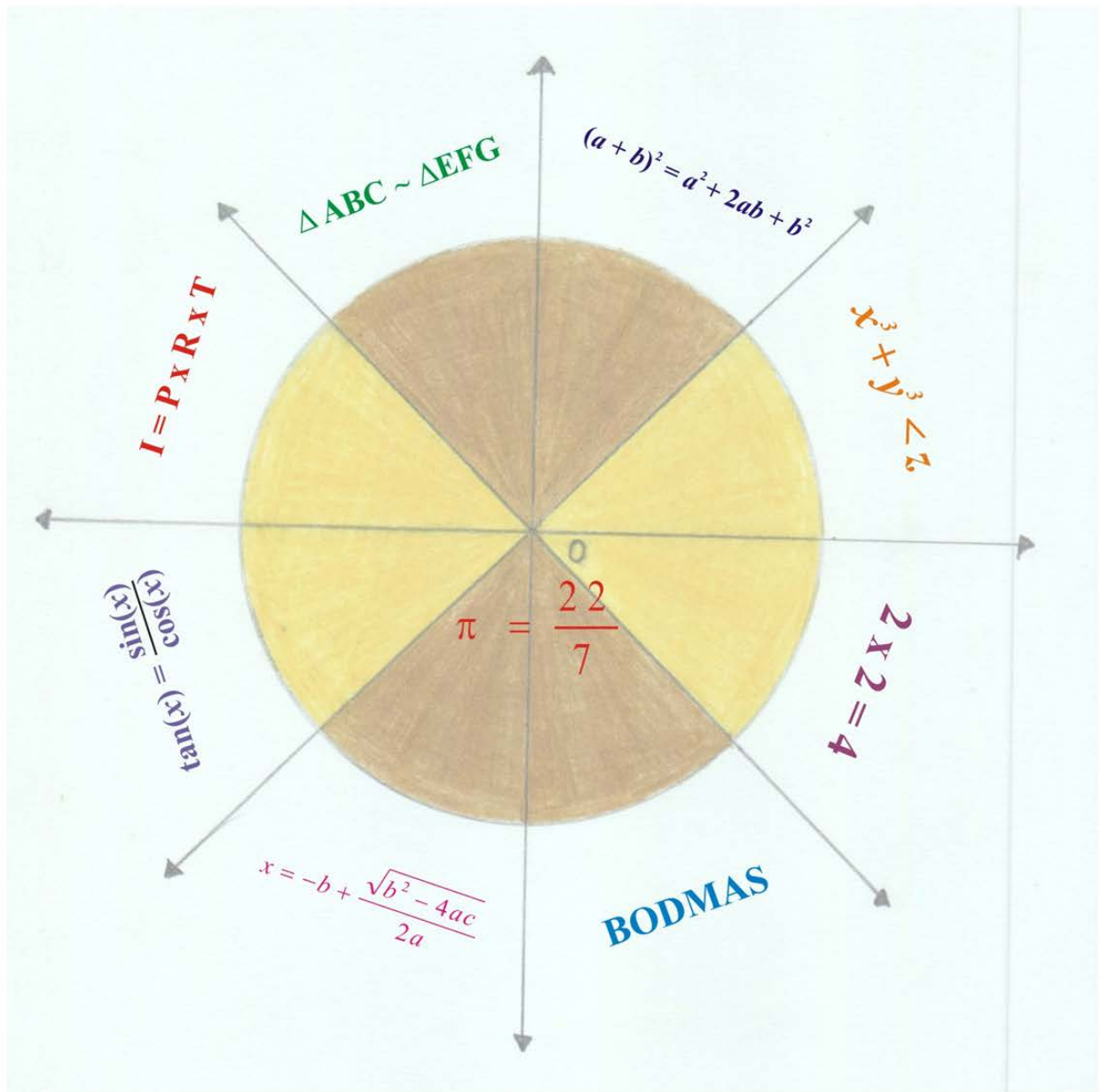
RAJASTHAN FORTS AND PALACES: SONAR KILA,

CHITTORGARH FORT. GUJARAT: JUNAAGARH FORT



KODAIKANAL LAKE

Mathematics



MATHEMATICS

I. Conduct a survey to ascertain the viewership popularity of 5 sports relating to Football, Cricket, Lawn Tennis, Golf and Basketball amongst your classmates. Use a three-point scale to measure your findings based on the following criteria: regular , occasionally, uninterested and represent the data collected with the help of suitable diagrams.

1. Learning Objectives

- To develop a better understanding of the use of statistical data.
- To develop skills in presenting data in graphical form.
- To develop the ability to draw inferences from graphical data.

2. Learning Outcomes

On completion of the assignment students should be able to-

- use different tools of data presentation.
- appreciate the use of pie charts and bar diagrams.
- analyse presented data.

3. Methodology

- Discuss the assignment in class.
- Help students in drawing up questions for the assignment.
- Explain the criteria of evaluation.
- Encourage students to discuss their queries.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting research	2
Product	
Accuracy/Computation of Data	3
Presentation	3
Analysis	2
Total	10

II. Given below is a table showing expenses of the ABC Skiing School in Gulmarg.

	Under 18 years (in ₹)	Adults (in ₹)
All-inclusive cost for 6 days	3735	4005
Accommodation only for 6 days	2250	2520
Ski-school (instruction)	720 for 6 days or 180 per day	
Ski-hire (skis, boots, sticks)	540 for 6 days or 135 per day	
Chair lift and tows	162 per day	

You are required to calculate the following:

- 1. Cost for 1 person (under 18 years) for accommodation, ski-school, ski-hire, and use of the chair lift for 6 days.**

Find the difference that is in excess of the all-inclusive cost?

- 2. Cost for an adult for accommodation, ski-school, ski-hire, and use of the chair lift for 6 days.**

Calculate the difference that is in excess of the all-inclusive cost?

- 3. A family of three adults and one child has a budget of ₹ 7, 000. Calculate the number of days they can stay if the child goes to ski-school for two days and the adults hire ski-gear for 3 days?**
- 4. The cost of a holiday lasting six days for 11 people (2 of whom are adults) at the all-inclusive charge.**
- 5. Five people (all under 18 years of age) have a 6 day holiday at ABC Skiing School.**

They take skiing instruction on three days only. Find the following total costs incurred:

- a) Accommodation**
- b) 3 days at the ski school**
- c) 3 days ski-hire**
- d) 3 days use of the chair lift.**

What is the total cost?

Would it have been cheaper paying the all-inclusive charge?

1. Learning Objectives

- To develop an understanding of mathematics being involved in daily activities.
- To teach cost management.
- To enable students to prepare a budget.
- To develop problem solving skills.

2. Learning Outcomes

On completion of the assignment students should be able to:

- use basic concepts of budgeting as applied in different situations.
- apply an analytical approach in costs and expenditures incurred.

3. Methodology

- Discuss the assignment with students.
- Explain the evaluation criteria.
- All calculations to be shown clearly.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Procedure	2
Calculations	6
Understanding	2
Total	10



III. Collect a sample of 50 undamaged leaves from any one tree. Clip the stalk of the leaves and record the length of each leaf along the central vein. Tabulate the data giving the number of leaves in each length class e.g. 10-14mm, 15-19mm, 20-24 mm, etc. Plot a graph of the number of leaves against the length class and join the points with a smooth curve.

(i) Answer the following-

- 1. What is the length of the shortest leaf?**
- 2. What is the length of the longest leaf?**
- 3. What is the average length of leaves?**
- 4. In which class length is the maximum number of leaves found?**

(ii) Record in cms the heights of all the children in your class. Draw a similar graph as the one above.

(iii) Comment on the shape of the curves drawn in (a) and (b). Are there any similarities between them?

1. Learning Objective

- To develop an appreciation of the fact that in a homogenous population, majority falls in the average class.
- To develop skills in representing data graphically.

2. Learning Outcomes

On completion of the assignment the candidates should be able to:

- organise raw data and present it in a graphical form.
- understand the concept of normality.

3. Methodology

- Ask each student to collect 50 leaves at random.
- Ensure all leaves are from one type of tree.

Advise students not to pluck leaves from plants. Only fallen leaves may be collected.

- Ensure that students measure the length of the leaves correctly.
- Students heights may be recorded in class and may be provided to them as a means of raw data.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Understanding of the concept	4
Presentation	4
Procedure	2
Total	10

IV. Draw a map of your locality to scale, keeping in mind the notion of direction.

1. Learning Objectives

- To develop the ability to make drawings to scale.
- To develop an understanding of the concept of ratio.

2. Learning Outcomes

On completion of the assignment students should be able to:

- apply knowledge acquired in the chapter on Ratio.
- understand the relationship between Mathematics and other disciplines, such as Geography.

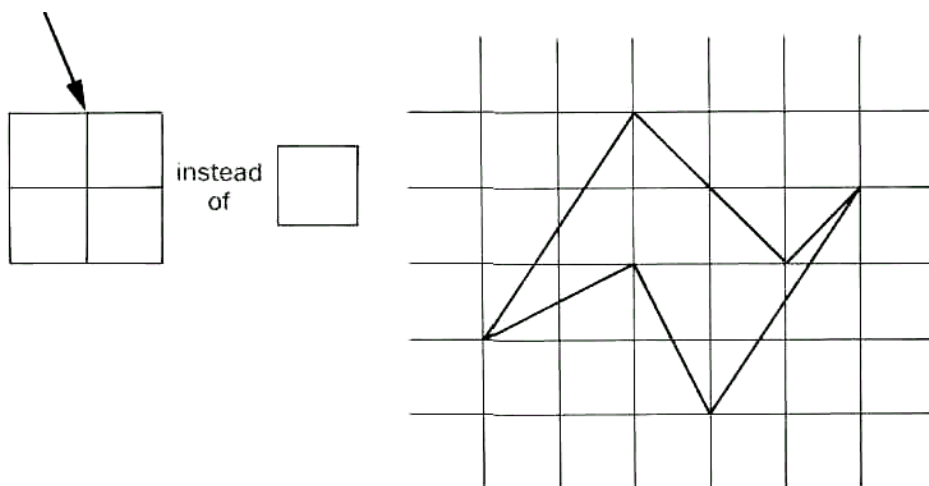
3. Methodology

- Ask students to make an approximate measurement of the covered and uncovered region within the schools premises. This can be done prior to the day of the actual assignment.
- Guide students to make the actual drawings on charts/graph.
- Explain the criteria of evaluation.
- Encourage students to make their drawings as detailed as possible. Colour pencils may also be used.
- Encourage students to discuss their queries.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Presentation	4
Accuracy of drawing (direction and ratios)	4
Procedure	2
Total	10

V. Copy this diagram on a graph paper and draw an enlargement of it on the same size paper by using four squares together instead of one, i.e. squares this size.



When you enlarge the figure, what happens to its sides, its area and its angles? Write your answers on a separate sheet of paper.

1. Learning Objectives

- To develop an interest in Mathematics.
- To create an understanding of the concept of similarity and proportions.
- To develop the ability to solve simple problems related to similarity and proportions.

2. Learning Outcomes

On completion of the assignment students should be able to:

- apply the concept of similarity and proportions for solving problems.
- use concepts for the purpose of enlarging and reducing.
- understand the use of mathematics in other disciplines e.g. drawing and geography.

3. Methodology

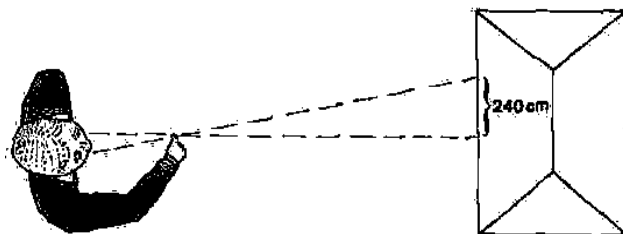
- Ensure that each student has graph paper and drawing instruments. (You can ensure this by informing the students a day in advance).
- Provide each student with a copy of the drawing.
- Explain the evaluation criteria.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Construction	7
Understanding of concepts	3
Total	10

VI. Here is one way to make a rough estimate of distances between you and a distant building.

Hold your right arm out full length in front of you with the thumb pointing upwards. Close your left eye and notice where the thumb seems to be on the building. Without moving your arm, now close your right eye and look with your left. Your thumb will appear to move across the building. Judge how far your thumb seems to move by comparing its 'move' with a window, or a door. For instance, if your thumb seems to move three times the width of a door, you would estimate that it 'moved' about $3 \times 80 \text{ cm} = 240 \text{ cm}$. (The width of a door usually measures about 80 cm.)



Your distance from the building is about 10 times the distance your thumb seems to move.

- Try this method of measuring distances in your school and test its accuracy by actually measuring the distance using a measuring tape.
- Name some jobs/ activities that require measuring of distances.
- Find out about the instruments and methods used by engineers or surveyors for measuring distances.

1. Learning Objectives

- To develop an understanding of the concept of measuring distances.
- To be able to use this concept in daily life situations.
- To learn about instruments useful in measuring distances.

2. Learning Outcomes

On completion of the assignment students should be able to:

- make approximate estimates of distances.
- identify instruments used for measuring distances.

3. Methodology

- Discuss the assignment with students.
- Ensure that all students have understood the concepts thoroughly.
- Ask students to measure the distances of selected places.
- Provide the required guidance and support to complete the assignment.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Understanding	4
Procedure	3
Calculation	2
Accuracy	1
Total	10

VII. You have decided to start a business of lemonade and potato chips with your friend during the summer vacations. Since you do not have the money to start the business, you decide to borrow it from a friend. He/she lends money at an interest of 4%. You have to return the loan amount within two months from the profit you make from the business.

Work out the details of the business stating the following :

- The items/raw materials required.
- Cost price of each item required.
- Cost of one glass of lemonade and a packet of chips.
- Money needed to start the business/loan taken.
- Profit sharing ratio between you and your friend.

What should your selling price be, if you want to make a profit of 25% on the cost price?

What is the interest amount you would have to pay in two months?

You also need to consider what would be more profitable - buying potato chips available in the market or making them yourself.

Make a project report, taking into consideration all the requirements mentioned above.

1. Learning Objectives

- To develop a better understanding of the concepts of profit and loss, cost price, selling price, ratios through application in the personal context.
- To develop an understanding of how mathematics can be applied in our lives.
- To improve thinking and problem solving skills.

2. Learning Outcomes

On completion of the assignment, students should be able to:

- apply concepts of cost price, selling price, ratio, percentages, etc in the project.
- understand the nuances of a small business.

3. Methodology

- Discuss the assignment with students.
- Suggestions to students should be to proceed step by step and to make an approximate estimate of inputs required by conducting a small market survey.
- Discuss the concepts of cost price, selling price, profit and loss, borrowing, ratios, etc to ensure that the students are thorough with these concepts.
- Advise students to show all calculations clearly in the project report.
- Provide all necessary guidance and assistance.

4. Evaluation

Evaluation criteria	Distribution of Marks
Procedure	4
Calculation	4
Presentation	1
Total	10

VIII. Study newspaper articles on business and keep track of the share prices of any two companies, one from the IT sector and the other from the FMCG (Fast Moving Consumer Goods) sector over a period of 10 days. Based on your observations you are also required to gather information on:

- the Board of Directors
- authorized capital
- types of shares (preference, equity etc)
- price of a share

Make a comparative chart that shows the fluctuation in share prices during the period between the two companies.

1. Learning Objectives

- To develop understanding of the concept of share prices.
- To improve the ability to present data collected graphically.
- To enhance the ability to draw inferences from the data.
- To develop the habit of Newspaper reading on a daily basis.

2. Learning Outcomes

On completion of the assignment students should be able to:

- present the data graphically.
- compare the share price figures of the two companies.

3. Methodology

- Discuss the assignment with students.
- Explain the evaluation criteria.
- Guide students to complete the assignment with a neat presentation.

4. Evaluation

Evaluation criteria	Distribution of Marks
Content	4
Graphical presentation	4
Understanding/ innovativeness	2
Total	10

IX. You have ₹ two lakh to spend on your dream vacation to Europe. Prepare a budget for this vacation (check the current exchange rates) and plan the following:

- countries you are going to visit (you must visit at least two countries)
- number of days you will stay in each country
- how much currency you would need for each country

Assume that your tickets from India to any two countries in Europe and back would cost ₹ 90, 000. The boarding, lodging and travel expenses for each country per day would be 200 Euros . Show your calculations taking into account the current exchange rate for individual currencies of the countries that would be visited. You must show all the calculations. (For reference 1 Euro = ₹ 60)

1. Learning Objectives

- To teach the basic concept of budgeting.
- To familiarise students with the concept of exchange rate and the present rate of exchange.
- To develop an understanding of how mathematics can be applied in their lives.

2. Learning Outcomes

On completion of the assignment students should be able to:

- know the importance of budgeting and apply it in different situations.
- widen their knowledge on the present rates of exchange.

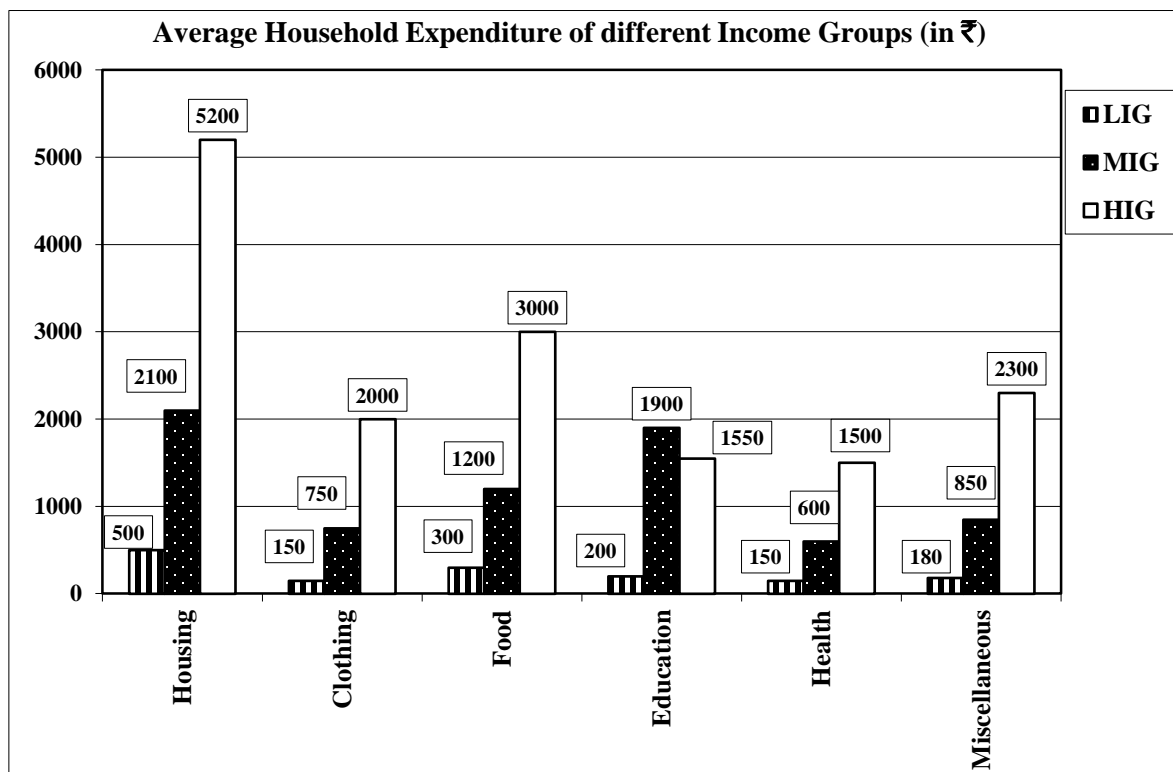
3. Methodology

- Discuss the assignment with students.
- Encourage students to use different ways to present the information.
- Explain that the evaluation is based on multiple criteria.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Research	3
Budgeting	3
Application of accurate rate of exchange	2
Presentation	2
Total	10

X. The graph below shows the average monthly household expenditure (in ₹) of different income groups.



Study the graph carefully and answer the following questions:

1. What is the average household expenditure for the lower income group on housing?
2. Which is the category on which all income groups incur the most expenditure?
3. How much does the middle-income group spend on an average on education?
4. Which income group spends the highest on education? What do you think is the reason for this?
5. What percentage of income does each income group spend on the various categories? Depict through pie graphs.

1. Learning Objectives

- To develop the ability to interpret graphical data.
- To develop the ability to describe graphical data.
- To develop the ability to represent data graphically.

2. Learning Outcomes

On completion of the assignment the students should be able to:

- interpret data given in graphical form.
- represent data/ information in the form of a graph.

3. Methodology

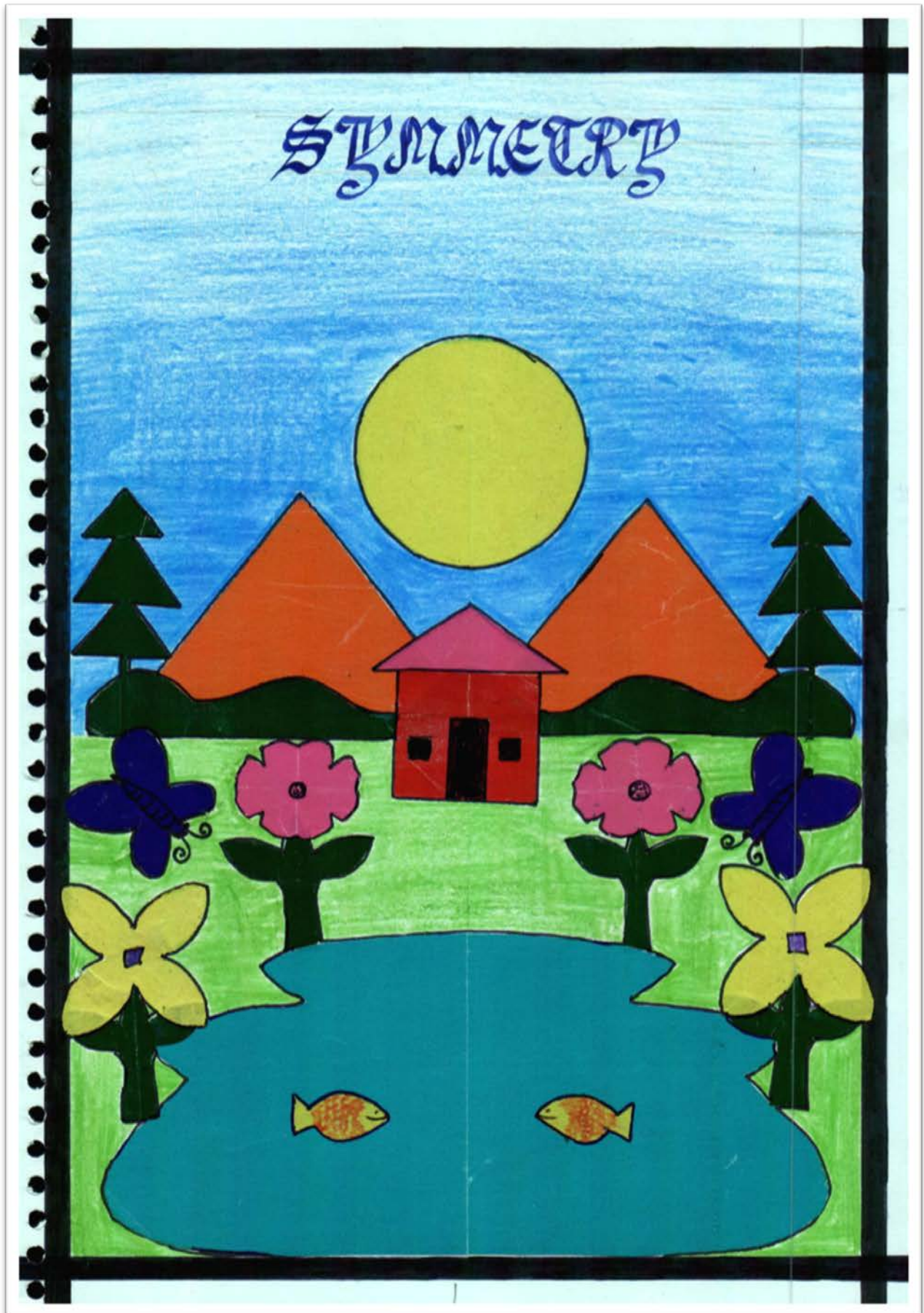
- Ensure that each student has a copy of the graph.
- Students may be informed to show all calculations clearly.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Understanding	6
Analysis	1
Representation as pie graphs	3
Total	10



SYMMETRY



INTRODUCTION

"Symmetry" is a precise and well defined concept of balance or "Patterned Self-Similarity." Symmetry may be observed through geometrical transformation such as scaling, reflection and rotation and as an aspect of abstract objects and theoretic models etc.

In formal terms, we say that a mathematical object is symmetric with respect to a given mathematical operation, if, when applied to the object, this operation preserves some property of the object.

It is important to science because it explains observations in Physics such as electrons, protons, light, atoms, space, time and Chemistry based on quantum chemistry and Crystallography. In History, Religion, Culture and languages, Symmetry plays a profound role. Our reaction to the symmetry viewed all around us both "Beautiful" and "Informatic."

2

AIM:- To impart practical knowledge to the students.

MATERIAL USED:- Pencil, Scale, Compass, oil pastels, colour pencils, glaze paper, sketch pens.

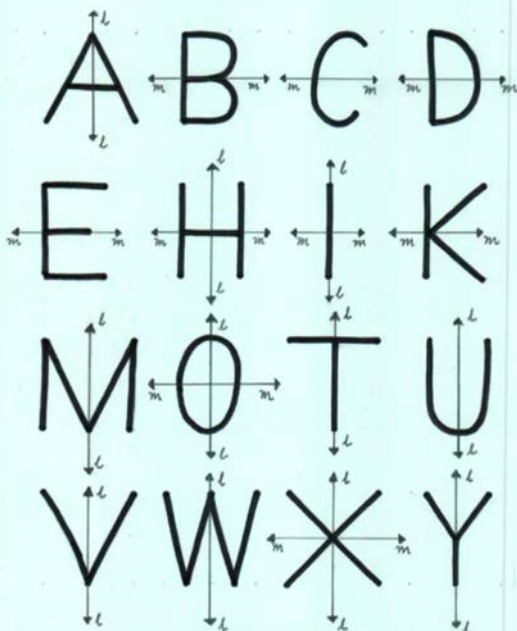
PROCEDURE:- Various figures of the objects were drawn and carefully analysed to assess the 'Symmetry'. Symmetric alphabets of the English, Triangles, Quadrilaterals, Pentagon, Regular Hexagon, Circle, Semi-Circle, Arrow head and objects from nature were analysed to highlight the concept of 'line Symmetry'.

OBSERVATION:- The various objects taken into consideration were symmetrical. More than one line of 'Symmetry' is also observed in different shapes and geometrical figures.

RESULT:- 'Line Symmetry' is an integral part of mathematical concepts. The concept of 'Symmetry' is applied to the design of all shapes and size and not restricted to any particular area.

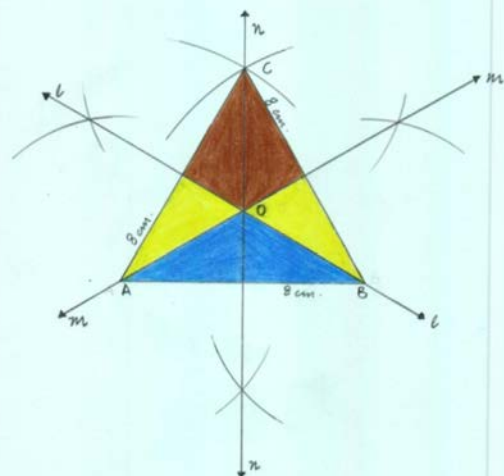
3

SYMMETRY IN ALPHABETS



4

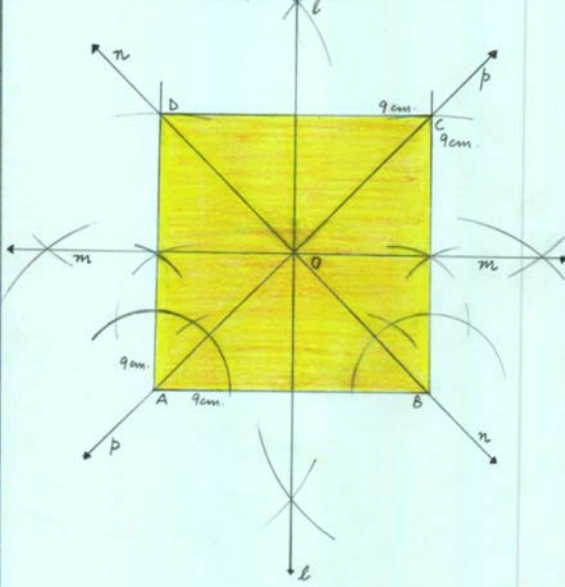
EQUILATERAL TRIANGLE



NUMBER OF LINES OF SYMMETRY
= 3

6

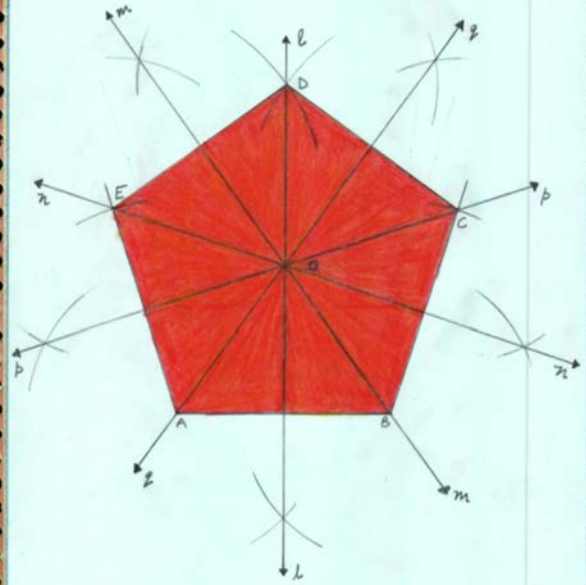
SQUARE



NUMBER OF LINES OF SYMMETRY
= 4

8

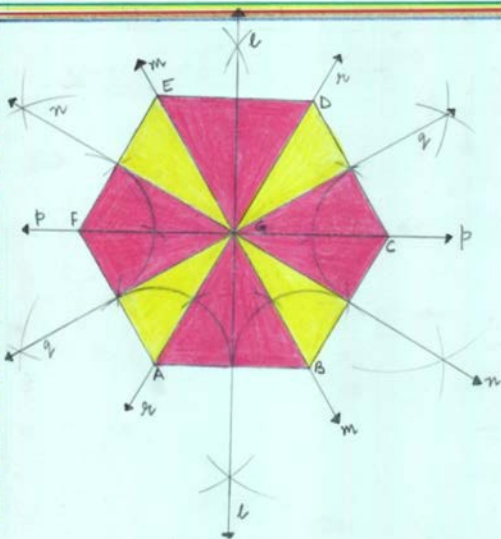
REGULAR PENTAGON



NUMBER OF LINES OF SYMMETRY
= 5

12

REGULAR HEXAGON



NUMBER OF LINES OF SYMMETRY
= 6

13

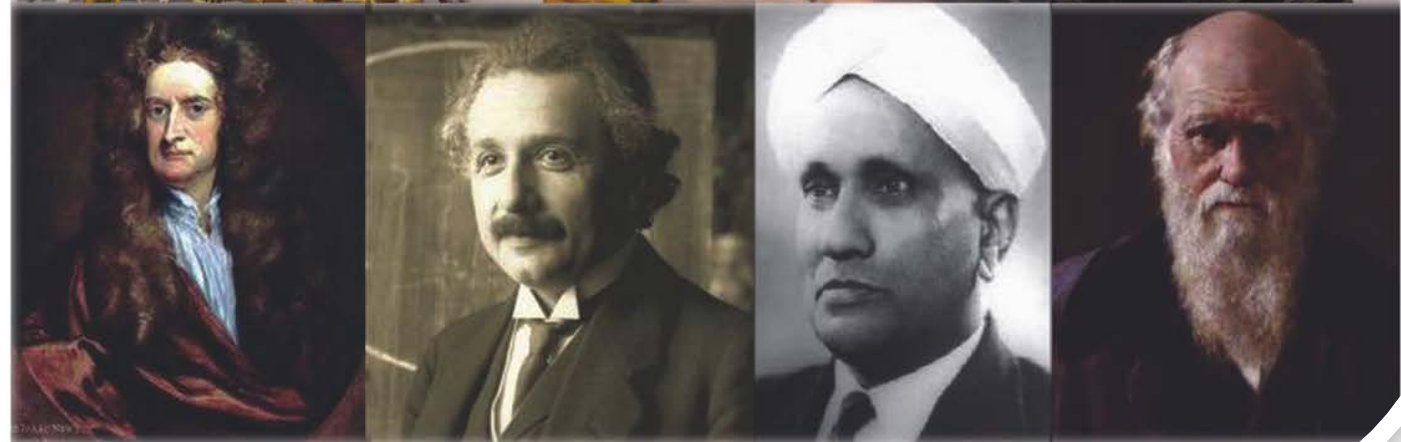
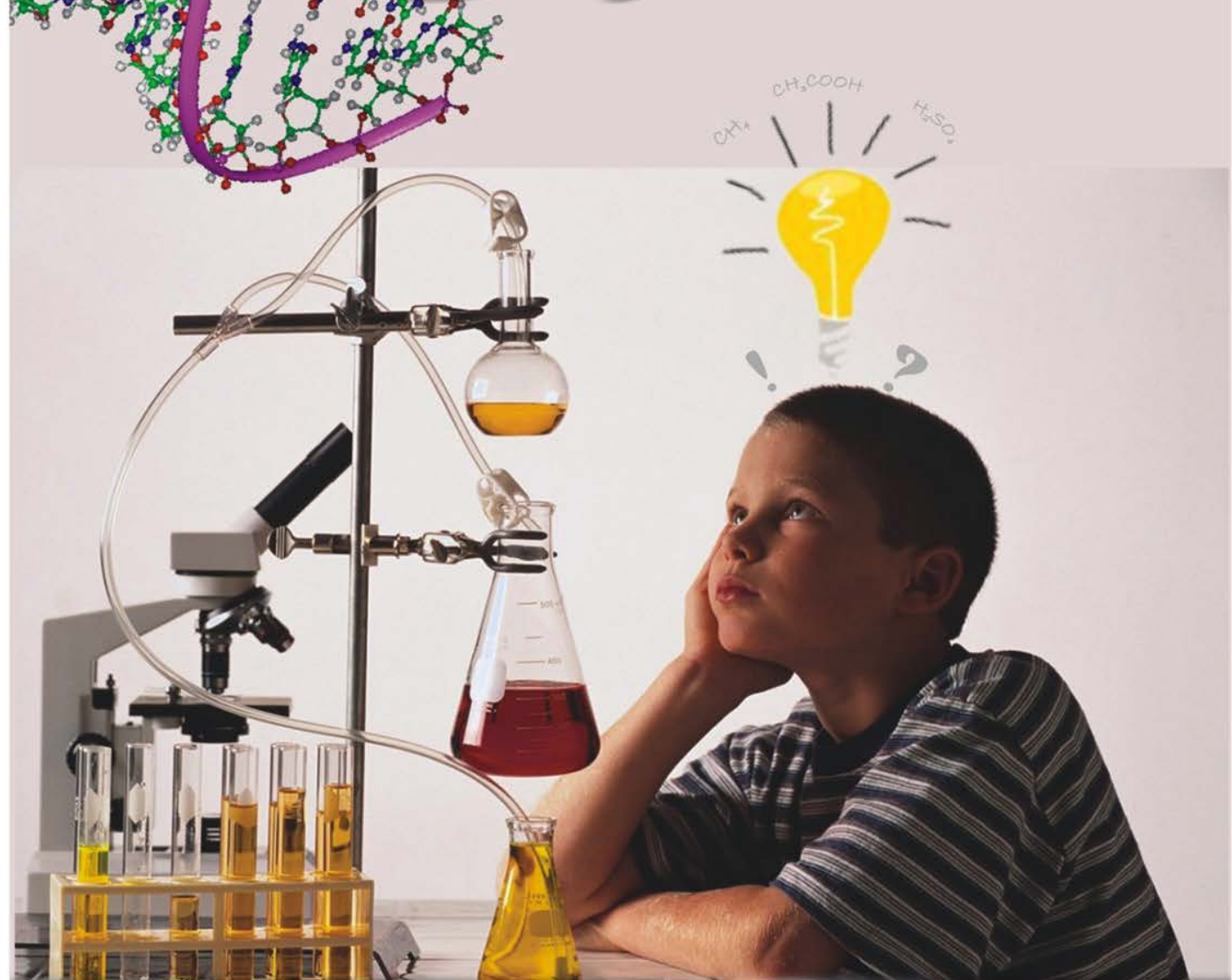
BUTTERFLY



NUMBER OF LINES OF SYMMETRY
= 1

19

Sciences



SCIENCE

For Internal Assessment in Physics, Chemistry and Biology, candidates are expected to have completed the minimum practical work as prescribed in the syllabus.

Suggested in the following pages are additional assignments that teachers may consider.

PHYSICS

I. You have been invited to advise an important Administrative Committee which is examining schemes to utilise the energy of sunshine. Three schemes, *Scheme A*, *Scheme B* and *Scheme C* are being considered. The Committee has received comments and suggestions from a number of people on each of the three Schemes.

Scheme A: A huge shallow tank of water with aluminium lid, spread over an open field, will collect heat which may be used.

Suggestions:

1. Paint the roof of the tank black on top.
2. It is true that black paint is beneficial, but the same mass of paint will attract as much heat if left in the paint pot. Place an open can of black paint on the lid instead.
3. Replace the water by the same mass of solid aluminium, so that five times as much heat can be collected. (Aluminium has specific heat 0.2; so the temperature rise may be expected to be five times that of water).
4. Aluminium generates heat when placed in contact with sulphuric acid by dissolving to form sulphate. Paint the roof regularly with sulphuric acid.

Scheme B: Instead of having a tank, grow trees all over the area, cut them, dry them and burn them. This will yield ten times as much heat.

Scheme C: Mirrors can be used to reflect sunlight into a boiler to make steam.

Suggestions:

1. Paint the boiler black.
2. Paint the mirror black.
3. Instead of water in the boiler use a liquid with large molecules. When the liquid has boiled and become a vapour, the friction between the molecules will generate a lot of extra heat.

(You can assume for this exercise that the statements that are underlined are correct and factual)

- (i) For each suggestion write a comment in code, saying whether you consider the suggestion good, doubtful or bad. Use the following code -
- OK = probably good or worth trying.
- ? = doubtful.
- X = wrong, misleading, probably nonsense.
- (ii) Give a brief supporting reason (1-5 lines) for your comment.

1. Learning Objectives

- To develop thinking and reasoning skills.
- To develop the ability to apply the knowledge of science to solve practical life situations.

2. Learning Outcome

On completion of the assignment students should be able to:

- weigh the pros and cons of each scheme /suggestions using scientific reasoning.

3. Methodology

- Explain the assignment to students.
- Ensure that topics pertaining to this assignment have been effectively taught
- Students may consult reference material.
- Students may be instructed to complete the assignment in class.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Reasoning	6
Judgement	4
Total	10

II. Prepare a working model of a windmill and demonstrate its use in drawing water by using the energy of blowing wind. The following items can be used for making the wind mill-

- a thin sheet of tin
- scissors to cut the tin sheet
- one spoke of a bicycle
- a stand of two vertical arms
- a kerosene oil pump
- a can
- some water
- a protractor

1. Learning Objectives

- To enhance practical skills in students.
- To develop a better understanding of wind energy.
- To provide a better understanding of the working of a windmill.
- To develop confidence in students in demonstrating working models prepared by them.

2. Learning Outcomes

On completion of the assignment, students should be able to:

- Acknowledge the uses of wind energy.
- understand how a windmill can be used to draw water.

3. Methodology

- Discuss the assignment in class thoroughly
- Guide students regarding the correct technique of making a windmill with the above-mentioned items.
- Suggest that students may work together as a team to make the model.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Model	6
Explanation	2
Presentation Skills	2
Total	10

5. Support Required

- All the items mentioned above
- Access to library/books

III. Nuclear Tests being conducted puts the world at grave risk and leads to a sense of insecurity and instability.

Prepare a critical report expressing your views on the usage of nuclear energy with reference to nuclear tests being conducted and whether they can be used for developmental purposes.

1. Learning Objectives

- To develop an understanding of nuclear energy.
- To develop the ability to analyse the positive and negative aspects of nuclear energy.
- To develop writing skills.

2. Learning Outcomes

On completion of the assignment students should be able to:

- gain sound knowledge about nuclear energy.
- understand the uses of nuclear power.
- prepare a good write up.

3. Methodology

- Discuss the assignment with students.
- Explain the evaluation criteria.
- Guide students on sources and references to be used.
- Encourage students to discuss their queries in class.
- Encourage students to participate in classroom discussions.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting the research	2
Product	
Content	4
Organisation of matter	2
Presentation	2
Total	10

5. Support Required

- Access to books/newspapers/ library
- Xerox facility
- Internet facility

IV. “The demand for electricity is continuously far exceeding its supply resulting in power shortage, breakdowns or heavy load shedding”. State ways to minimise electricity consumption and also prevent its wastage taking into consideration the following factors:

- **A comparative study of monthly bills paid and subsequent variation**
- **Household electric / Electronic items used for consumption purposes**
- **Methods/ Ways to Avoid wastage and save electricity**

1. Learning Objectives

- To create awareness regarding energy conservation.
- To help students identify ways and means by which they can save electricity.

2. Learning Outcomes

On completion of the assignment students should be able to:

- understand the electricity consumption pattern in their house
- identify areas in which electricity consumption may be reduced.
- identify ways and means by which they can save electricity in their houses.

3. Methodology

- Discuss the assignment in class.
- Explain the evaluation criteria.
- Guide students regarding sources of references.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Content	5
Organisation	2
Presentation	2
References	1
Total	10

5. Support Required

- Xerox facility
- Access to library/books
- Internet facility

PHYSICS - I

STUDY OF ELECTROMAGNETISM

Background of Electricity:

Electrical effects result from an imbalance of electric charge. There are two types of electric charge namely positive (carried by protons) and negative (carried by electrons). If charges are positive both or negative both they repel while opposite charges attract one another. Forces of attraction and repulsion exist between any two charged particles. Matter is normally uncharged, but if electrons are gained, an object will gain an overall negative charge; if they are removed it becomes positive. Objects with an overall negative or positive charge are said to have an imbalance of charge, and exert the same forces as individual negative and positive charges. On this larger scale, the forces will always act to regain the balance of charge. This causes static electricity.

The ancient Greeks in 500 BC discovered static electricity when they noticed that amber (fossilized tree sap) attracts small objects if rubbed with wool. Lightning is produced by clouds discharging a huge excess of negative electrons. It is caused by static electricity that builds up as water droplets and ice crystals rub against each other in storm clouds.



Positively charged droplets gather at the top of the cloud and a negative charge builds up at the base. A giant spark, called the leader stroke leaps out toward a point with an opposite charge on the ground.

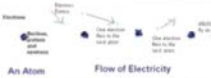
Current electricity:

Atoms of some substances such as metals have loosely attached electrons that can easily move from atom to atom. The moving electrons constitute an electric current. Because like charges repel, movement of one negatively charged electron repels an electron in the next atom which knocks off (or) the next electron in line and so on. No electron (single) moves far, but the overall electrical disturbance travels along the conductor by a domino effect. The force that pushes electrons along is called electromotive force. It may be created by a battery or a generator.

Electricity powers and runs many systems today. It is in fact one of the most useful forms of energy because it is easily transported and converted into other forms of energy.

MAGNETISM:

Like electricity, magnetism is a force produced by the movement of electrons inside atoms. It is an invisible force that attracts or repels iron and steel substances that create this force are said to be magnetic and the area around them in which the force operates is called magnetic field.



Page No. 2

A solenoid can be used to make a device called as an electromagnet. Solenoids are used in microphones and loudspeakers.

Practical Applications:

1. LOUDSPEAKERS:

Inside a loudspeaker there is a magnet and an electromagnet.

When an electric current passes through the coil

it becomes magnetised. The coil is attached to a diaphragm shaped like a cone (as shown above).

When an electric current representing a sound wave flows through the coil, the force of the coil's magnetic field and that of the magnet make the coil and the diaphragm vibrate. The air in front of the diaphragm vibrates at the same frequency as the sound.



2. ELECTRIC BELL:



The electric bell using an electromagnet

When we press the electric bell (1) current flows through the coil of an electromagnet (part 2) which attracts the metal arm (part 3) and breaks the circuit (part 4). A spring (part 5) pulls the arm back so it hits the bell and the cycle repeats.

Page No. 4

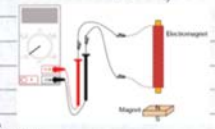
The Earth itself has a magnetic field around it. As the Earth rotates around its own axis, the molten metal in its outer core moves around very slowly, producing a magnetic field around the Earth.

Electricity and magnetism therefore from the above suggestions or conclusions are closely linked, both caused by charged subatomic particles called electrons. Hence electricity can be generated using magnetism, and a magnetic field can be generated (created) with electricity. Their partnership results in one of the most useful inventions in history: the electric motor. In fact, the two forces are different aspects of the same fundamental force of nature - the electromagnetic force.

Electromagnetism and its concepts:

When an electric current flows through a wire it produces a weak magnetic field. The field is reinforced by winding the wire into a coil so that fields produced by each the loops of wire add together (i.e. increases the strength of the magnetic effect).

An iron core inside the coil concentrates the field even more. A coil like this is called an electromagnet and the force created is called electromagnetic force. A model to demonstrate this concept is shown along. The magnetism can be switched off by disconnecting the electric supply.



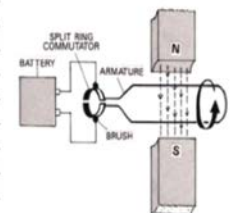
3. METAL DETECTOR:

Inside the walk through arch of a Metal Detector are large coils of wire carrying an electric current. Any person who walks under this arch passes through the magnetic field produced by the coils. A hidden metal object will affect the strength of the field and trigger an alarm.

4. ELECTRIC MOTOR:

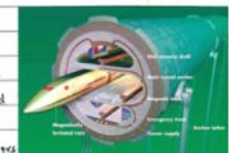
These motors use electromagnetism to convert electrical energy into movement. A simple electric motor contains a flat coil of wire called an armature between two magnets (as shown in the figure adjoining).

When the current flows through the armature the combination of its electric magnetic field of the armature and the magnetic fields of the magnet push one side of armature up and the other side down.



5. MAGLEV TRAINS

Magnetic levitation ("maglev") trains have electromagnets on the track and bottom of the train. The magnets repel each other, so the train hovers just above the track. This reduces friction so the train can travel faster.



Page No. 5

CHEMISTRY

I. Ozone depletion in the atmosphere is now recognised as a major environmental problem with potential catastrophic effects. Prepare a report on Ozone Depletion highlighting the following:

- What is meant by the term ozone and how it is naturally formed and destroyed in the stratosphere.
- Ozone depletion and ozone depleting chemicals.
- Environmental effects of ozone depletion.
- Substitutes for CFCs.

1. Learning Objectives

- To create awareness about ozone depletion.
- To help students understand what CFCs are and to identify the products they are used in.
- To develop an understanding of how chemical and physical processes and reactions link emissions of CFCs to stratospheric ozone depletion.

2. Learning Outcomes

On completion of the assignment students should be able to:

- have a better understanding of Ozone depletion and its effects on the environment..

3. Methodology

- Discuss the assignment in class extensively.
- Explain the evaluation criteria.
- Guide students regarding sources of references.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting the study	2
Product	
Content	4
Organisation	2
Presentation	2
Total	10

5. Support Required

- Xerox facility
- Access to library/books
- Internet facility

II. "Pollution in any form is extremely hazardous to human existence". In this context prepare a report with reference to the following:

- (a) Names and Sources of major pollutants and their chemical formulae.
- (b) Mechanism of pollution. Write the chemical reactions taking place.
- (c) Health hazards involved and preventive measures to be adopted.

Or

The Taj Mahal is under serious threat from toxic air and water borne pollutants. Compile a report on changes and the impact of pollution made to this magnificent monument and what measures must be adopted to prevent further damage to this historical marvel of architecture.

1. Learning Objectives

- To create an understanding of the role chemicals play in our daily lives.
- To develop a better understanding of chemical concepts such as acid rain, corrosion, etc. and their impact on historical monuments
- To develop an understanding of the linkages between sciences.
- To develop skills in collecting data from various sources and presenting it in a suitable manner.

2. Learning Outcomes

On completion of the assignment students should be able to:

- give names and formulae of major chemical pollutants.
- write chemical reactions that occur in nature and their effects on human health.
- describe the effect of chemicals on man-made historical monuments

3. Methodology

- Discuss the assignment with students.
- Explain that the evaluation is based on multiple criteria.
- Provide students with a list of relevant reference materials/libraries.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting the study	2
Product	
Content	4
Organisation	2
Presentation	1
Understanding and execution	1
Total	10

5. Support Required

- Access to library/reference materials/ Xerox facility/Internet

III. Study the use of chemicals in -

- (i) Food Processing (e.g. making of jams, jellies, juices, pickles, ketchup, sauce, purees etc.)
- (ii) Cosmetics/toiletries (e.g. soaps, shampoos, talcum powder, creams etc).

Give the common names and the chemical formulae of the chemicals used.

1. Learning Objectives

- To create an understanding of the role chemicals play in our lives.
- To create an awareness of the kind of chemicals used in the food processing and the cosmetics industry.
- To develop an understanding of the importance of chemicals in the food processing/cosmetics industry.
- To develop skills in collecting data from various sources and presenting it in a suitable manner.

Suggestions:

As a follow up of this assignment, students can make soap/talcum powder in the laboratory.

Students can also spend some time in the Home Science laboratory to see some of the chemicals used in food processing.

2. Learning Outcomes

On completion of the assignment students should be able to:

- identify names of chemicals (and their chemical formulae) used in food processing and cosmetics.
- understand the role of various chemicals in food processing/cosmetics.
- organise information collected from various sources in a suitable manner.
- understand linkages between chemistry and other subjects, e.g. Home Science.

3. Methodology

- Discuss the assignment with students.
- Explain that the evaluation is based on multiple criteria
- Provide students with a list of relevant reference materials/libraries.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting the study	2
Product	
Content	4
Organisation	2
Presentation	1
Understanding and execution	1
Total	10

5. Support Required

- Access to library/reference materials
- Xerox facility
- Internet facility

PAGE NO. _____
DATE: / /

Experiment 1

Identification of a cation and an anion in the given salt.

Experiment:

1. Take the given salt in a test tube, dissolve it in dilute hydrochloric acid and divide the solution into two parts. To each part separately, add:
 - a) Sodium Hydroxide solution first a little and then in excess.
 - b) Ammonium Hydroxide solution first a little and then in excess.
2. To the same salt add dilute hydrochloric acid in the test tube and heat the contents. Note down the observations and make deductions for the above experiments.

Observation:

1a) A pale blue precipitate is formed which is insoluble in excess of sodium hydroxide solution.

Teacher's Signature

PAGE NO. _____
DATE: / /

- 1b) A pale blue precipitate is formed which is soluble in excess of Ammonium Hydroxide solution to give a deep inky blue solution.
2. Brisk effervescence occurs. A colourless, odourless gas is evolved which turns moist blue litmus red and lime water milky.

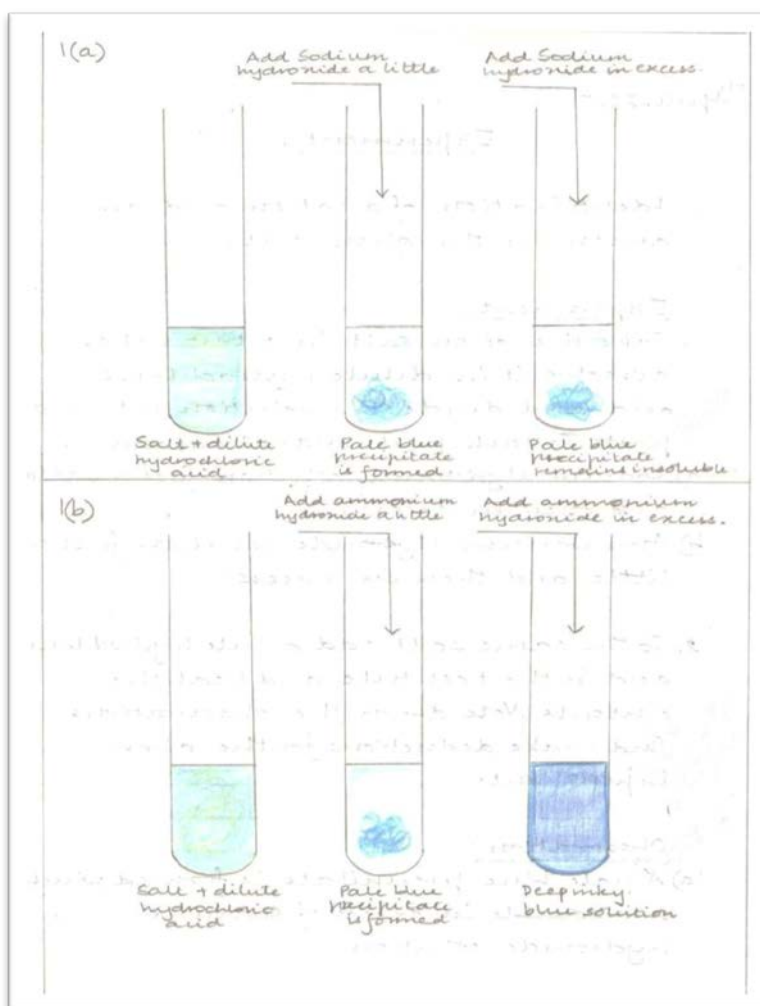
Deductions:

- 1a) The pale blue precipitate is of Copper Hydroxide, $\text{Cu}(\text{OH})_2$. Copper ions, Cu^{2+} are present in the given salt.
- 1b) The pale blue precipitate is of Copper Hydroxide, $\text{Cu}(\text{OH})_2$. Copper ions, Cu^{2+} are present in the given salt.
- 2) The colourless, odourless gas is Carbon Dioxide, CO_2 which is acidic in nature. Carbonate ions, CO_3^{2-} are present in the given salt.

Result:

The given substance is Cu or Cu Carbonate CuCO_3 .

Teacher's Signature



PAGE NO. _____
 DATE: / /

Experiment 2

Add the following to solution A and B separately. Note down the observations and make deductions.

- Blue litmus paper
- Red litmus paper
- Methyl orange
- Phenolphthalein
- Sodium Carbonate + Heat
- Ammonium chloride + Heat

Observations for solution A:

- Blue litmus paper turns red.
- Red litmus paper remains red.
- Methyl orange turns pink.
- Phenolphthalein remains colourless.
- On heating, solution A with sodium carbonate, a colourless, odourless gas is evolved which turns lime water milky.
- On heating, solution A with ammonium chloride no visible reaction takes place. No gas is evolved.

Teacher's Signature: _____

www.vedantu.com
 PAGE NO. _____
 DATE: / /

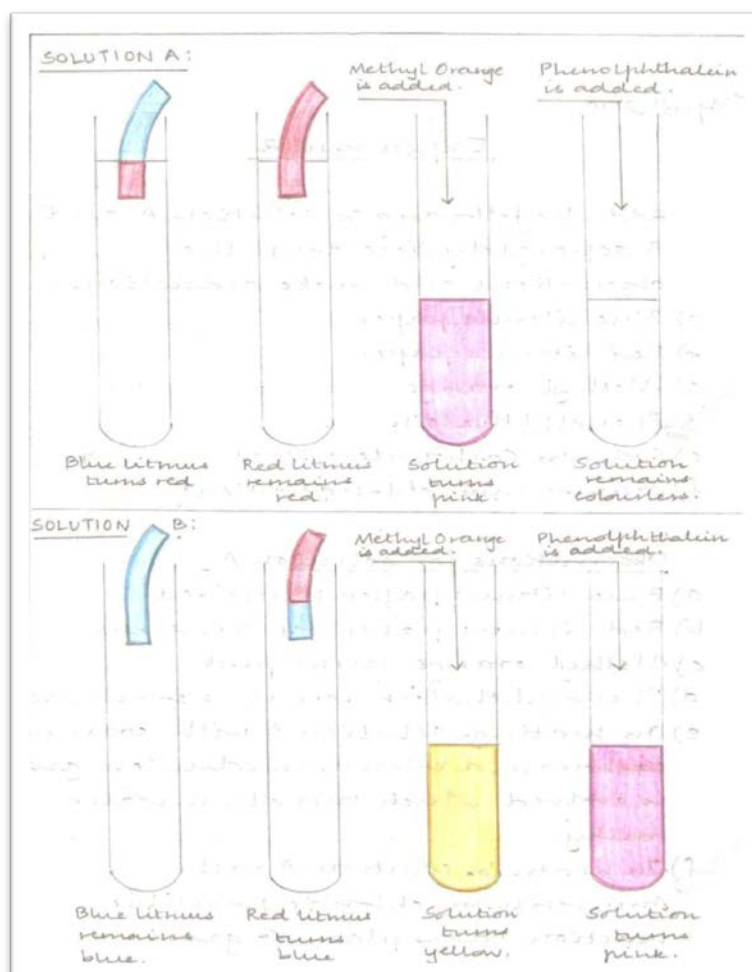
Observations for Solution B:

- Blue litmus paper remains blue.
- Red litmus paper turns blue.
- Methyl orange turns yellow.
- Phenolphthalein turns pink.
- On heating, solution B with sodium carbonate no visible reaction takes place. No gas is evolved.
- On heating solution B with ammonium chloride, a colourless, pungent gas is evolved which turns Nessler's reagent brown and gives dense white fumes of ammonium chloride when a glass rod dipped in concentrated hydrochloric acid is brought near it.

Deductions:

- Solution A evolves carbon dioxide gas with sodium carbonate, therefore, solution A is acidic in nature.
- Solution B evolves ammonia gas with ammonium chloride, therefore, solution B is alkaline in nature.

Teacher's Signature: _____



BIOLOGY

I. Group Assignment– Junk Food has now become an indispensable part of the average teenager’s diet, and is responsible for many health related problems. Make a report creating an awareness taking into consideration the following:

- **health impact**
- **nutrition value if any**
- **hygiene**
- **balanced diet**

1. Learning Objectives

- To increase awareness about health, hygiene, nutrition, balanced diet, etc.
- To develop skills of working in a group.
- To develop skills in making presentations using different aids.
- To develop skills in making presentations as per the requirement and level of the target audience.
- To develop the ability to explain concepts clearly.

2. Learning Outcomes

On completion of the assignment students should be able to-

- understand the importance of health, hygiene, nutrition and a balanced diet.
- enjoy working in groups.
- explain concepts to others in a clear manner.
- gain confidence in making presentations.

3. Methodology

- Discuss the assignment in class.
- Guide students regarding the requirement of the presentation.
- Explain the need to make the presentation lively and colourful as it pertains to young children.
- Explain the evaluation criteria.
- Enquire on the progress of the assignment periodically.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Individual performance (evaluate on the basis of level of involvement in the project)	2
Product	
Content	4
Organisation of matter	2
Presentation	2
Total	10

5. Support Required

- Charts and Posters
- Visual aids like photographs, video clips (if available)
- Power point presentations / Internet



II. Group Work - Interview slum dwellers of a nearby area and make a note of the most common health problems faced by them. Make a presentation in front of the class with the help of appropriate aids.

1. Learning Objectives

- To increase awareness about common diseases prevalent in slum areas.
- To develop an understanding of why some of these diseases are prevalent in the slum areas.
- To enhance skills in making presentations using appropriate aids.
- To improve skills in extracting relevant information from sources.

2. Learning Outcomes

On completion of the assignment students should be able to:

- list the common diseases in slum areas.
- understand the main causes of such diseases.
- appreciate the importance of hygiene in normal day to day life.
- make presentations using appropriate aids.

3. Methodology

- Discuss the assignment in class.
- Suggestions to students include the need to interview a small group of people to get a fair idea about health related problems.
- Explain that evaluation is based on multiple criteria.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting research	2
Product	
Content	4
Presentation	4
Total	10

5. Support required

- Posters, banners and other visual aids
- Supervision of a Teacher when students visit slum areas

III. Modern lifestyles offer many a comfort and convenience, however lack of exercise and poor eating habits have led to lifestyle diseases like hypertension, stress, diabetes and obesity amongst many others.

Prepare a chart that includes a healthy and balanced diet along with an exercise schedule that suggests prevention of occupational and lifestyle related health problems.

Learning Objectives

- To create awareness about occupational and lifestyle related health problems
- To improve skills in collecting information from various sources.
- To enhance presentation skills.

1. Learning Outcomes

On completion of the assignment students should be able to:

- identify causes of lifestyle related health issues
- understand and appreciate the need for balanced diet and exercise
- advocate the benefits of living a healthy and active life.

3. Methodology

- Discuss the assignment with students.
- Guide students regarding the sources for reference material.
- Enquire about the progress of the assignment at regular intervals.
- Explain the evaluation criteria.
- Students may list sources of reference material used.

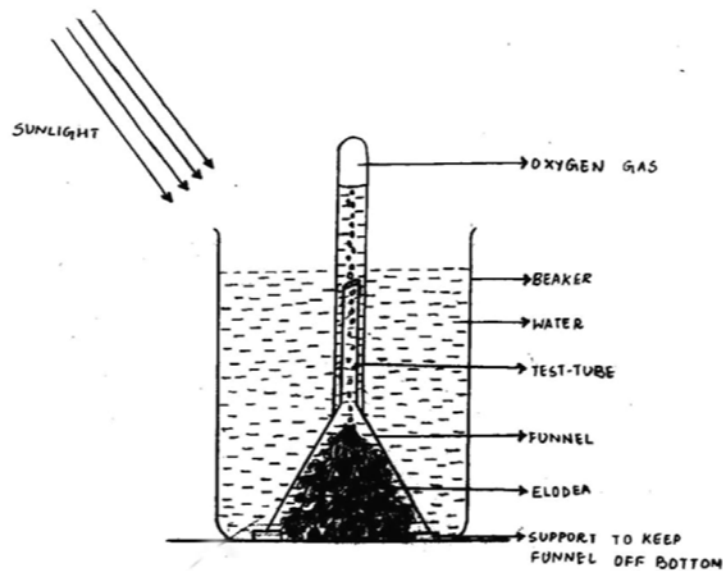
4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting research	2
Product	
Content	4
Presentation	4
Total	10

5. Support Required

- Library/reference materials
- Xerox facility
- Internet facility

OXYGEN IS GIVEN OUT DURING PHOTOSYNTHESIS



EXPERIMENT :

Eloдея was placed in a beaker containing water. The plant was covered by a funnel. A test tube full of water was inverted over the stem of funnel. Sodium bicarbonate was added into the beaker to act as a source carbon-dioxide. Apparatus was placed in the sun.

OBSERVATION :

Colourless bubbles of a gas were seen rising in the test-tube. The gas collected at the top of the test-tube. The water level in the test-tube got displaced.

EXPERIMENT :

A burning splinter was introduced into the test-tube.

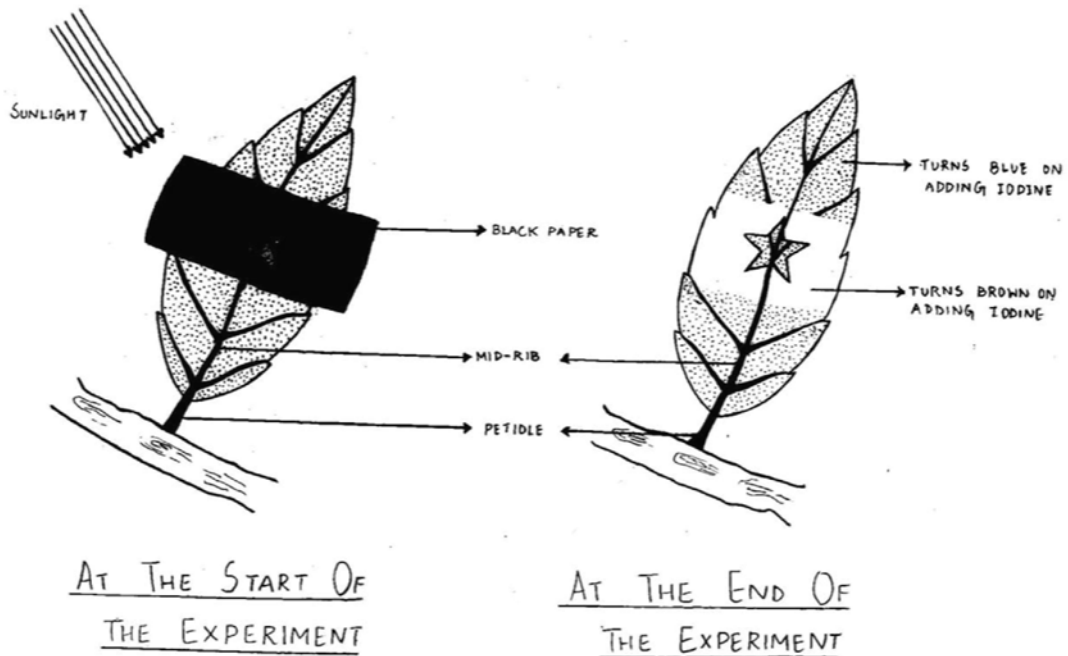
OBSERVATION :

The splinter continued to glow brightly.

INFERENCE :

The gas collected at the top of the test-tube is oxygen. This proves that oxygen is given out during photosynthesis.

SUNLIGHT IS NECESSARY FOR PHOTOSYNTHESIS



EXPERIMENT:

A detached plant was taken. One of its leaves was covered with black paper such that a part of the leaf was exposed to atmospheric air. The plant was kept in sunlight for a few hours. The leaf was then removed and tested for starch.

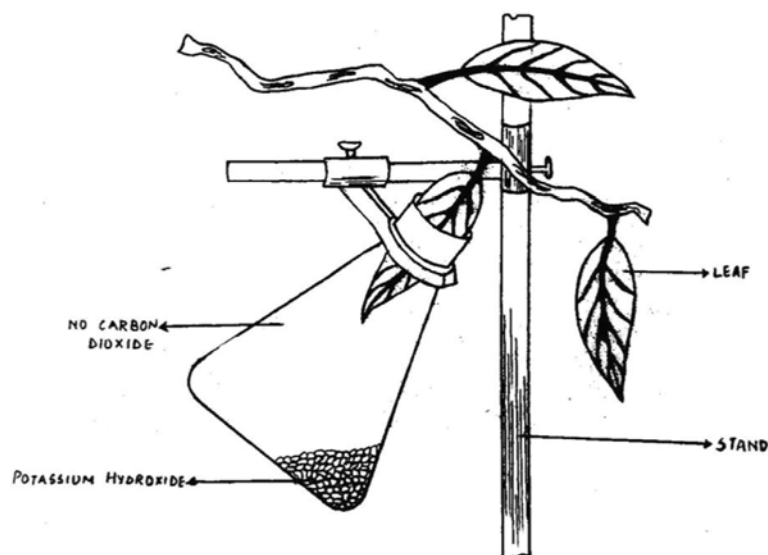
OBSERVATION:

The part of the leaf exposed to atmospheric air turned bluish-black and the part of the leaf which was covered by black paper turned golden brown.

INFERENCE:

The part of the leaf exposed to atmospheric air turned bluish-black showing the presence of starch and the black paper region of the leaf turned golden yellow proving that starch was not formed since it was devoid of sunlight. Therefore sunlight is necessary for photosynthesis.

CARBON-DIOXIDE IS NECESSARY FOR PHOTOSYNTHESIS



EXPERIMENT:

A detached plant was taken. One of its leaves was inserted through a stopper in a conical flask containing potassium hydroxide such that a part of the leaf was exposed to atmospheric air. The plant was kept in sunlight for a few hours. The leaf was removed and tested for starch.

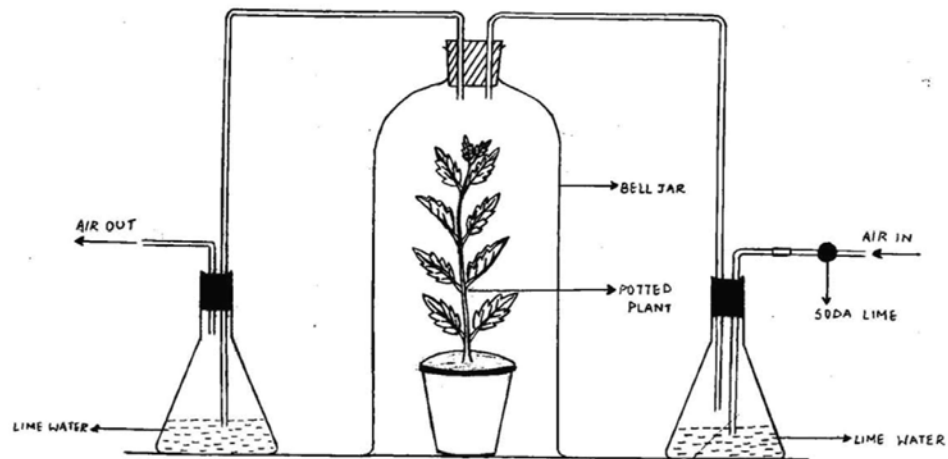
OBSERVATION:

The part of the leaf exposed to atmospheric air turned bluish-black and the part of the leaf inside the flask turned golden brown.

INFERENCE:

The part of the leaf exposed to atmospheric air turned bluish-black showing the presence of starch whereas the one inside the flask turned golden brown showing that starch was not formed since it was devoid of carbon dioxide. Therefore carbon dioxide is necessary for photosynthesis.

CARBON-DIOXIDE IS GIVEN OUT DURING RESPIRATION



EXPERIMENT :

A potted plant was taken and a bell jar was inverted over it. Two flasks containing lime water were connected to the bell jar using delivery tubes. The outside air was drawn into the apparatus. This air was made to pass through soda lime which absorbed carbon-dioxide present in the incoming air. The apparatus was kept in the dark.

OBSERVATION :

The air that passed through soda lime did not turn lime water milky. After the air passed through the bell jar and entered the other conical flask the lime water in that flask turned milky.

INFERENCE :

Air devoid of carbon dioxide did not turn lime water milky. The lime water in the other conical flask turned milky on account of liberation of carbon-dioxide during respiration by the plant. This proves that carbon dioxide is released during respiration.

ECONOMICS



ECONOMICS

I. Group Assignment – With an investment of ₹ 5 crores what factors must be considered to decide the nature and scale of business operations, choice between labour or capital intensive techniques and the market segment to be addressed.

Make a presentation in class stating reasons for your decision.

1. Learning Objectives

- To develop a better understanding of businesses concepts; types; scale problems, etc.
- To develop an understanding of how decisions regarding investments are to be made..
- To promote basic concepts and activities related to the scope of economics.
- To enable students to apply practical skills of theory based concepts.
- To develop the ability to obtain relevant information.

2. Learning Outcomes

On completion of the assignment students should be able to:

- analyse the business options available to them.
- justify their choice of business.
- understand the basic issues connected with the subject of economics.
- relate theory with practical life.
- organize information collected in a presentable form.
- make a presentation in class using appropriate teaching aids.

3. Methodology

- Discuss the concept of price mechanism in class.
- Discuss the purpose of the assignment with students.
- Form groups to discuss the formation of the business.
- Explain the criteria of evaluation.
- Encourage students to discuss their queries

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting the research	2
Individual Performance in the group (Understanding of the topic, involvement in the assignment, performance in class with reference to the project)	2
Product	
Content	4
Presentation	2
Total	10

5. Support Required

- Xerox facility



II. Prepare a comparative study of the Mixed Economic System of India with that of the Capitalist and Socialist economic systems adopted in other countries.

1. Learning Objectives

- To develop an understanding of different economic systems in the world.
- To highlight the functioning of a mixed economic system in India
- To create an awareness regarding the contrast in policies followed by different economies.
- To develop the ability to collate information from various sources and present it in a coherent manner.
- To develop the ability to use a wide range of reference sources.

2. Learning Outcomes

On completion of the assignment students should be able to:

- identify countries with different economic systems.
- describe the working of the Indian economic system.
- compare the three economic systems and bring out their differences.
- Identify the positive and negative aspects of each economic system.

Suggestion:

Groups can be formed in class and each group can undertake the study of one economic system in detail. A discussion in the class of these groups will help students gain a better understanding of the economic systems.

3. Methodology

- Discuss in detail the assignment with students.
- Explain the evaluation criteria.
- Encourage students to discuss their queries.
- Students may be instructed to submit the sources/references used.
- Enquire about the progress of the assignment periodically.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting the research	2
Reference material used	1
Product	
Content	4
Organisation of material	1
Presentation	2
Total	10

5. Support Required

- Internet facility
- Access to library/reference books
- Xerox facility

III. Group Assignment – The Telecommunications Sector has revolutionised the lives of millions. Prepare a report on the rapid developments based on observations made in your city over the last 20 years. Senior citizens may be interviewed in your locality to know their comparative views on the changes that have taken place in terms of connectivity, lifestyle and convenience to all sections of society.

1. Learning Objectives

- To develop an understanding of the importance and interdependence of telecommunications in the economic development of a region.
- To focus on the role of the telecom sector in the pace of development in a region
- To develop skills in searching and locating relevant information.
- To develop analytical skills.

2. Learning Outcomes

On completion of the assignment students should be able to:

- understand the advancements made in the telecom sector
- identify the significant changes in the field of communication technology.
- The convenience and comfort in lifestyles through usage of telecommunications

3. Methodology

- Explain the criteria of evaluation.
- Discuss the assignment with students.
- Encourage students to actively participate in question answer sessions
- A list of sources/references used to be prepared by the students
- Enquire about the progress of the assignment on a regular basis.
- Encourage students to form groups for the assignment.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting the research	2
Individual Performance in the group	2
Product	
Content	3
Analysis	2
Presentation	1
Total	10

5. Support Required

- Xerox facility
- Internet



IV. Collect the latest statistical data of your city on the following socio economic factors that affect the economic growth prospects:

Literacy rate, Occupational distribution, Income levels, Age composition, Gender ratio and Life expectancy.

After data collection a comparative study can be made with a few selected cities on similar factors to determine levels of economic development. A summary report can be presented at the end of the study.

1. Learning Objectives

- To provide a basic understanding of some of the frequently used terms in economics.
- To develop an understanding of how these factors influence the development of a State.
- To develop skills in searching and locating relevant reference material.
- To enhance the ability to collate information from various sources and present it in a coherent manner.
- To develop analytical skills.

2. Learning Outcomes

On completion of the assignment students should be able to:

- know the current statistical data on literacy, age composition, sex ratio, occupational distribution and population.
- understand the implications of literacy rate, sex ratio, age composition, occupational distribution and population on the development of the economy.
- have a broad based understanding of economic development.

Suggestion:

Students can also be asked to observe the relationship between the literacy rates and population, literacy rate and sex ratio, etc to develop a better understanding.

3. Methodology

- Explain the evaluation criteria.
- Discuss the assignment with students.
- Guide them regarding the sources/references.
- Encourage students to ask queries in class.
- Encourage discussions in class on the given topic.
- Ask students to list the sources/references used.
- Enquire about the progress of the assignment at regular intervals.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting the research	2
Reference material used	1
Product	
Content	4
Organisation of material	1
Presentation	2
Total	10

5. Support Required

- Access to library/books/reference material
- Internet
- Xerox facility



V. “Multiplication of human wants lead to the economic problem of choice”. With the help of a Production Possibility Curve graphically represent the basic economic problem of choice.

1. Learning Objectives

- To develop a sound base in the subject of economics.
- To graphically represent data with the of a production possibility curve.
- To develop the ability to correlate the problem of choice with the PPC
- To improve skills in planning and organizing of ideas by developing and concluding the topic.

2. Learning Outcomes

On completion of the assignment students should be able to:

- understand basic issues of economics and its problems clearly.
- perceive the concept of unlimited wants and limited resources.
- identify with the concept of the production possibility curve.
- present their research material in an organized manner.

3. Methodology

- Explain the criteria of evaluation.
- Discuss the assignment with students.
- Encourage students to correlate the topic from real life situations of choice
- Encourage discussions through graphic presentations
- Ask students to list the sources/references used.
- Enquire about the progress of the assignment periodically.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting the research	2
Reference material used	1
Product	
Content	4
Organisation of material	1
Understanding of the subject	1
Presentation	1
Total	10

5. Support Required

- Access to library/ books
- Xerox facility

VI. Economic Growth is subjected to allocation of scarce resources towards investment in capital formation rather than being fully diverted to current consumption. Analyse and make a presentation by giving examples of countries who have adopted similar economic measures that have led to rapid growth and development.

1. Learning Objectives

- To develop thinking skills.
- To help students relate capital formation with the development of a country.
- To help students understand the reason why certain countries are able to develop faster than the others.
- To develop the ability to express ideas and views.
- To develop skills in locating relevant information.

2. Learning Outcomes

On completion of the assignment students should be able to-

- list countries that are developed and have a strong infrastructure.
- understand the importance of capital formation in Economic growth and development.
- Draw a comparative study between developed and developing nations and their choice in using capital or labour intensive technology.
- present their research material in an organized manner.

3. Methodology

- Explain the criteria of evaluation.
- Discuss the assignment with students.
- Encourage an active class participation
- Cite examples based on roles played by leading economic powers.
- Students are required to participate in making a presentation.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Individual performances (performance in class discussion, confidence level and understanding of the topic)	4
Content	4
Organisation of material and presentation	2
Total	10

5. Support Required

- Access to library/ books
- Xerox facility

VII. Present a graphic representation of changes in the price levels of 5 necessities and 5 luxury items over a period of one month that also enumerates the reasons for such fluctuations in the form of a summarized report.

1. Learning Objectives

- To develop an understanding of changes in price levels.
- To understand graphic representations and their utility.
- To develop an understanding of the nature and cause of changes in price levels.
- To enhance reasoning skills.
- To improve analytical skills.

2. Learning Outcomes

On completion of the assignment students should be able to:

- present data in the form of graphs.
- understand price fluctuation and the reason for the same.
- have a clear understanding of the relationship between prices and commodities.
- present the completed assignment in an organised form.

3. Methodology

- Discuss the criteria of evaluation with students.
- Discuss the topic of the assignment in class.
- Encourage all students to participate through active question answer sessions.
- Students may be encouraged to discuss queries in class.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting the research	2
Product	
Content	4
Organisation of material	2
Presentation	2
Total	10

5. Support Required

- Xerox facility / Internet

VIII. Group Work - Visit a nearby industry and gather information on the following points-

- Brief background of the industry.
- Initial financial investment involved
- Sources of raw material.
- Main items produced.
- Growth over the years.
- Policies in relation to finance, human resource, expansion plans.
- Role of entrepreneur in the development of the industry.

Prepare a write up on the performance of the company analysing it on the above criteria.

1. Learning Objectives

- To develop an understanding of the four factors of production namely, land, labour, capital and entrepreneur.
- To enhance the students' understanding of the industry.
- To help students understand the importance and role of the entrepreneur.
- To enhance thinking and analytical skills.
- To develop skills in extracting relevant information from correct sources.
- To improve writing skills.

Suggestion:

The class may be divided into groups to compare the differences in the policies of big firms like Maruti India/ITC, NTPC, etc with that of smaller firms.

2. Learning Outcomes

On completing the assignment, the students should be able to:

- understand the role and importance of the factors of production.
- appreciate the role of the entrepreneur in the development of the industry.
- analyse the decisions taken by the industry over the years.
- organize the information collected in a satisfactory manner.
- relate the subject with real life.

3. Methodology

- Discuss the purpose of the project with students.
- Encourage students to form groups, to ensure an active individual participation and subsequent contribution in the overall process.
- Ask students to list references and sources used.
- Suggest names of firms that will be of assistance to students for the project.
- Encourage students to discuss their queries.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting the research	2
Product	
Content	4
Individual performance (based on questions asked in class, level of involvement in the assignment)	2
Organisation of material	1
Presentation	1
Total	10

5. Support Required

- Addresses and prior appointments with companies for students to visit
- Letters from the school authorities for students to gain entry
- Xerox facility



IX. “A nation’s foremost assets are neither its land nor water, nor in its forests and mines, nor in its flocks and herds, nor in currency but its investment in improving the welfare and wellbeing of its human resources”.

Prepare a report on the topic bringing out the importance of human resources in the development of an economy with a special mention of welfare policies undertaken in context with the Indian economy. The following points may be considered –

- Education and training
- Health
- Family welfare
- Water supply and sanitation
- Housing
- Environmental protection

1. Learning Objectives

- To help students understand labour as an important living factor of production.
- To develop an understanding of how labour helps in achieving Socio-Economic goals and also is an invaluable source of talent and skill.
- To widen understanding of welfare policies underway for human resource in India.
- To improve analytical skills.
- To develop the ability to plan, organize and present ideas coherently.

Suggestion:

*A debate can be organised on:
“The four factors of
production - Land, Labour,
Capital and entrepreneur,
and which according to you is
the most important? Justify”.*

2. Learning Outcomes

On completion of the assignment students should be able to:

- appreciate the importance of human resource.
- identify the welfare policies for human resource development in context to the Indian economic system.
- gather information using various aids.
- organize information collected in a presentable form.

3. Methodology

- Discuss the topic in class.
- Encourage all students to participate.
- Explain the evaluation criteria.
- Encourage students to discuss the topic among themselves.
- Ask students to list the sources/references used.
- Enquire on the progress of the assignment on a regular basis.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting the research	2
Product	
Content	4
Reference material used	2
Organisation of material	1
Presentation	1
Total	10

5. Support Required

- Access to library/books
- Xerox facility



X. Group Assignment- Conduct a survey on concerned consumers involved in the purchase of the items given below to determine whether the elasticity of demand for the product is elastic or inelastic?

- Wheat
- Scooters
- Electricity
- Fountain pens
- Salt
- Mobile phones

Support your answer with diagrammatic representations and numerical expressions. Submit a report at the end of the survey.

1. Learning Objectives

- To develop a better understanding of the concept of the term “elasticity”.
- To develop an understanding of the importance of the elasticity of demand.
- To collect, organise and present data in terms of numericals and diagrams
- To develop the ability to collate information from various sources and present it in a coherent manner.

2. Learning Outcomes

On completion of the assignment students should be able to:

- collect and draw inferences from the data.
- identify the type of elasticity of demand for a particular product.
- appreciate the importance of the concept of elasticity.
- locate information from various sources.
- organize information collected in a presentable manner.

3. Methodology

- Discuss the concept of elasticity of demand thoroughly.
- Explain the concept with examples relating to household purchases.
- Encourage active discussions in class.
- Enquire about the progress on the assignment periodically.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting the research	2
Product	
Content	3
Individual performance (based on questions asked in class, level of involvement in the assignment)	2
Presentation	2
Organisation of material	1
Total	10

5. Support Required

- Access to books/ library
- Xerox facility



XI. Group Assignment - Visit a private, foreign and a nationalised bank (public sector) and compare them on the basis of banking services provided to the public, highlighting the following points -

- types of banking services provided.
- formalities involved in opening an account.
- public relations dealing with new customers
- various additional facilities offered

Each group may visit a different type of bank. Make a presentation of your findings in the class.

1. Learning Objectives

- To create an awareness of the functions of a bank.
- To facilitate learning by providing students a first-hand experience of the working of a bank.
- To enable students to assess the working of private, foreign and nationalised banks.
- To develop skills of working in a group.
- To develop skills in collecting information from different sources and presenting it using appropriate aids.

2. Learning Outcomes

On completion of the assignment students should be able to:

- differentiate between different types of banks.
- form an opinion about the types of banks visited.
- make an effective presentation in class using appropriate aids.
- appreciate the essence of group work.

Suggestions:

Students can also interview people about their experiences while dealing with a government or a private bank.

A debate over privatisation of banks can also be arranged in class.

3. Methodology

- Discuss the assignment in class.
- Explain the purpose of doing the given assignment.
- Brief students about the history of nationalization of banks.
- Encourage students to form groups to gather information for the assignment.
- Encourage discussions in class.
- Enquire on the progress of the assignment periodically.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting the research	2
Product	
Content	3
Individual performance (based on questions asked in class, level of involvement in the assignment)	2
Presentation	2
Organisation of material	1
Total	10

5. Support Required

- Xerox facility
- Letters of authority from the school for students to gain easy entry and sufficient cooperation and support from concerned banks.



XII. With the help of a questionnaire, conduct an Interview with acquaintances who may be your family members, neighbours or relatives on tax related issues.

- **Types of direct and indirect taxes paid by them.**
- **Various tax saving schemes/ policies taken by them.**
- **Forms of tax exemptions.**

1. Learning Objectives

- To enhance students' knowledge about taxes.
- To highlight the different types of tax systems being implemented
- To get a basic idea of tax saving schemes or tax exemptions.
- To develop the ability to plan, organize and present ideas coherently.

2. Learning Outcomes

On completion of the assignment students should be able to:

- have relevant information on different types of taxes.
- get a clear picture about the present tax system adopted in India
- organize information collected in a presentable form.

3. Methodology

- Discuss the topic in class.
- Ask students to discuss their queries.
- Encourage all students to participate in classroom discussions.
- Explain the evaluation criteria.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting the research	2
Product	
Content	4
Organisation	2
Understanding of the topic based on questions asked in class	2
Total	10

DIRECT TAXATION IN INDIA

Govt gives you a raise

MORE CHANGE IN YOUR POCKET

Okayed by the cabinet, the Direct Tax Code still awaits Parliament's nod. If the proposed rates remain unchanged, here's how you will benefit:

HOW MUCH YOU SAVE PER YEAR

Income	Men	Women	Sr Citizens
Up to ₹2 lakh*	₹4,120	₹1,020	-
₹2 lakh-₹8 lakh	₹4,120	₹1,020	₹1,020
₹10 lakh-₹50 lakh	₹24,720	₹21,630	₹21,630

*ANNUAL INCOME

TAX RATES THEN AND NOW

New	Earlier	Tax rate
Up to ₹2 lakh*	Up to ₹1.6 lakh	0
₹2 lakh-₹5 lakh	₹1.6 lakh to ₹5 lakh	10%**
₹5 lakh-₹10 lakh	₹5 lakh to ₹8 lakh	20%
Above ₹10 lakh	Above ₹8 lakh	30%

*ANNUAL INCOME/ **DOES NOT INCLUDE SURCHARGE, EDUCATION CESS



EXEMPTION LIMITS

	Now	Earlier
Men	₹2 lakh	₹1.6 lakh
Women	₹2 lakh	₹1.9 lakh
Sr citizens	₹2.5 lakh	₹2.4 lakh

DIRECT TAX IN INDIA

Direct tax is the tax which is charged directly on the taxpayer. For example; property and income tax. In other words; direct tax is that tax that is deducted from one's salary.

Direct taxation in India is taken care by the Central Board of Directors; it is a division of Department of Revenue under Ministry of Finance. CBDT is governed by the revenue act, 1963. CBDT is given the authority to create and control direct taxes in India. The most important function of CBDT is to manage direct tax law followed by Income department.

In India, the tax structure is divided amongst the central and state government. The central government levies taxes on income, custom duties, central excise and service tax, while the state government levies tax like state excise, stamp duty, VAT and professional tax.

Local civic bodies levy tax on properties, octroi etc.

Capital gains tax, personal income tax, tax on corporate income and tax incentives all come under the purview of direct tax.

SPJ

Direct taxes are charged on the basis of residential status and not on the basis of citizenship. The assessee are charged based on the following factors:

- 1) RESIDENT
- 2) RESIDENT BUT NOT ORDINARY RESIDENT
- 3) NON-RESIDENT

MERITS

- 1) Economical: The cost of collecting these taxes is relatively low as they are usually collected at source and are paid directly.
- 2) Certainty: The tax payers know how much they have to pay by choosing the appropriate rate-schedules.
- 3) Equity - They can be made to conform to the principle of ability to pay by choosing the appropriate rate-schedules.
- 4) Elasticity - These taxes are elastic as the government revenue can be increased by raising the tax rates in time of crisis.
- 5) SIMPLICITY: They are generally easy and simple to understand. They are easily understood even by the laymen.

SPJ

INCOME TAX

Income Tax is levied by the central government and is monitored and controlled by Central Board of Direct Taxes under Ministry of Finance in allay with the provision of the Income Tax Act. Income earned in a given financial year is subject to tax as per the rates prescribed for that year.

A financial calendar is from April 1 to March 31 of the following year. India has adopted the residential form of tax system. It means tax payers will be divided into residents or non-residents. A tax payer can also be classified as ordinary residents.

RESIDENTIAL

An individual is resident in India if he is in India in the tax year for:-

- 1) 182 days or more; or
- 2) 60 days or more (the period of 60 days stands changed to 182 days or more for Indian origin on a visit to India; and also for citizens of India for employment abroad as member of crew of an Indian ship) during the tax year.
- 3) An individual who does not satisfy the above conditions is a non-resident.

SPJ

A RESIDENT IS "NOT ORDINARY RESIDENT" IN INDIA IN ANY TAX YEAR IF HE:-

- 1) Has been "non-resident" in India in more out of ten previous years preceding that year, or.
- 2) Has during the previous seven years, preceding that year, been in India for a total period of ~~729~~ 729 days or less.
- 3) Taxability based on status.

TAXABILITY BASED ON STATUS

	Indian sourced Income	FOREIGN sourced Income
1 Resident	Taxable in India	Taxable in India
2 Resident but not Ordinary Resident	Taxable in India	Not Taxable in India
3 Non-Resident	Taxable in India	Not Taxable in India

HEADS OF INCOME

Income can be divided into five categories. The income that falls within the tax component is disclosed in line with rules for a particular head and then cumulated to determine the aggregate income to be taxed. But losses under certain categories cannot be cumulated with income gained under other categories.

SALARIES

It covers those monetary gains that are obtained for services performed and would include wages, pensions, fees and commission standard deductions.

SPJ

[14]

INCOME FROM HOUSE PROPERTY

It involves income earned by renting residential and commercial property. Only two authorised deductions are allowed while calculating income.

PROFITS AND GAINS FROM BUSINESS OR PROFESSION

It covers monetary benefits gained from business or profession minus the permissible deductions, against the revenue earned.

CAPITAL GAINS

It deals with gains with due to transfer of assets. The duration of holding determines the classification of the asset, which then decides the method of taxation. Capital assets held for 36 months (36 months in case of shares/securities) are taken as short-term assets, while all other capital assets are taken as long term capital assets. Long-term assets have the advantage of lower rate of tax.

INCOME FROM OTHER SOURCES:

It is the remaining category of income and takes care of all incomes not covered by any category.

INCOME TAX SLABS (Next Page)

Apr

[15]

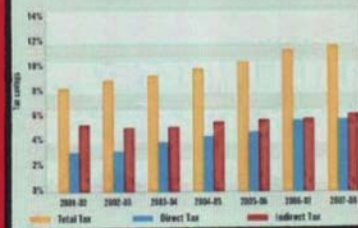
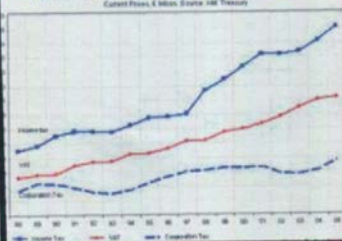
INCOME TAX SLABS (2010-11)

MALES: INCOMES:	TAX RATE:
Below Rs. 160000	NIL
Above Rs. 160000 — Rs. 5 lacs	10%
" Rs. 5 lacs — Rs. 8 lacs	20%
Rs. 8 lacs and above	30%

FEMALES: INCOMES:	TAX RATE:
Below Rs. 190000	NIL
Above Rs. 190000 — Rs. 5 lacs	10%
" Rs. 5 lacs — Rs. 8 lacs	20%
Rs. 8 lacs above	30%

SENIOR CITIZENS:	TAX RATE:
INCOMES:	
Below Rs. 240000	NIL
Above Rs. 240000 — Rs. 5 lacs	10%
" Rs. 5 lacs — Rs. 8 lacs	20%
Rs. 8 lacs above	30%

Apr

Tax to GDP RatioRevenues from Income Tax, VAT & Corporation Tax

Certificate No.: 001/194C

FORM NO. 16A

[See rule 31(1)(b)]

Certificate under section 203 of the Income-tax Act, 1961 for Tax deducted at source

Name and address of the Deductor	Name and address of the Deductee
ABC Company # 09 AMR Tech Park Hosur Road Bangalore	Phedrik Agencies # 45/1 Rajaja Arcade Koramangala Bangalore

PAN of the Deductor	TAN of the Deductor	PAN of the Deductee
AORTL0443L	KAR07884F	ASDR0254Q
CH (TDS)	Assessment Year	Period
Address: Ashok Kumar, # 234, AJ Circle, Shivajinagar, City: Bangalore Pin Code: 560009	2010 - 11	From: 1-4-2009 To: 30-6-2009

Amount paid/credited	Notice of payment	Date of payment credit
5,00,000.00	Payment to Contractors (Advertisement Contractors)	5-4-2009
1,00,000.00	Payment to Contractors (Advertisement Contractors)	8-4-2009
3,00,000.00	Payment to Contractors (Advertisement Contractors)	10-4-2009
1,25,000.00	Payment to Contractors (Advertisement Contractors)	16-4-2009
10,000.00	Payment to Contractors (Advertisement Contractors)	20-4-2009
10,000.00	Payment to Contractors (Advertisement Contractors)	24-4-2009
10,000.00	Payment to Contractors (Advertisement Contractors)	26-4-2009
25,00,000.00	Payment to Contractors (Advertisement Contractors)	26-5-2009

Quarter	Receipt Numbers of original quarterly statements of TDS under sub-section (3) of section 200	Amount of tax deducted in respect of the deductee	Amount of tax deposited/credited in respect of the deductee
Apr - Jun	457892244755501	35,550.00	35,550.00
Jul - Sep			
Oct - Dec			
Jan - Mar			

DETAILS OF TAX DEDUCTED AND DEPOSITED IN THE CENTRAL GOVERNMENT ACCOUNT THROUGH CHALLAN

S.No.	Tax Deposited in respect of the deductee (Rs.)	BSR Code of the Bank Branch	Date on which tax deposited (dd/mm/yyyy)	Challan Serial Number
1	5,000.00	0240130	6-5-2009	457825
2	1,000.00	0240130	6-5-2009	457825
3	3,000.00	0240130	6-5-2009	457825
4	1,250.00	0240130	6-5-2009	457825
5	100.00	0240130	6-5-2009	457825
6	100.00	0240130	6-5-2009	457825
7	100.00	0240130	6-5-2009	457825
8	25,000.00	0240130	7-6-2009	457825
Total	35,550.00			

I, Rajesh, son of Raju, residing at 10, Main Street, Bangalore, working in the capacity of Manager (designation) do hereby certify that a sum of Rs. 35,550.00 (Rs. Thirty Five Thousand Five Hundred Fifty Only) has been deducted and deposited to the credit of the Central Government. I further certify that the information given above is true, complete and correct and is based on the books of account, documents, TDS statements, TDS deposited and other available records.

Place	Bangalore	Signature of person responsible for deduction of tax
Date	20-Jul-2009	Full Name: Rajesh
Designation: Manager		

Commercial Studies



**ISO
9001**



COMMERCIAL STUDIES

I. Group Work – Survey the local market to ascertain the nature and scale of business operations run by wholesalers and retailers on a particular product/products of your choice in the consumer market segment.

Make a presentation in the class using appropriate aids.

1. Learning Objectives

- To develop an understanding of types of trade and its importance.
- To form a better understanding of the role of intermediaries in trading activities.
- To develop skills in conducting surveys.
- To help students differentiate between types of retail shops like departmental stores, super bazaars, shopping malls etc.
- To enhance presentation skills using aids like charts, graphs, diagrams.

2. Learning Outcomes

On completion of the assignment students should be able to:

- have a better understanding of trade.
- have an estimate of the number and types of intermediaries operating in the local market.
- acquire detailed knowledge about the type of trade in the area under study.
- classify the nature of retail trade e.g. departmental store, super bazaar, multiple shopping malls, etc.
- identify the products involving a long chain of intermediaries.
- obtain a practical experience of the nuances of trade.
- make a presentation in class using charts, graphs, diagrams.

3. Methodology

- The project is to be discussed thoroughly in class
- Organise students into various groups to conduct the survey.
- Students must be taught on how to make an effective questionnaire.
- Designate one aspect of the assignment to each group.
- Students may visit various shops to determine the level or nature of trade i.e. wholesale or retail form of business.
- Explain the use of charts, diagrams, etc to make an effective presentation.
- Encourage students to discuss their queries.
- Give details of the evaluation system.
- Students to submit a list of references used.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting the research	1
Participation in the group	2
Product	
Content	4
Presentation	2
Use of aids	1
Total	10

5. Support Required

- Xerox facility

How satisfied are you requested completed? *

How satisfied are you with respect to the following: *

	Low	Neutral	High	N/A	
	1	2	3	4	5
Initial response time:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Courtesy of personnel:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of work:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall process:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments or suggestions:

II. Group Work - Visit a shopping mall or a departmental store in the vicinity of your residence and collect information on various factors such as:

- **The products in stock and for ready delivery.**
- **List of Staff /personnel employed at various levels of operation**
- **Various promotional schemes/ campaigns.**
- **Various services/facilities/ incentives for customers**

Present a report on the same.

1. Learning Objectives

- To familiarise students with the functioning of a shopping mall/departmental store.
- To gain practical knowledge on the working of a shopping mall/departmental store.
- To develop skills in collecting information.
- To develop confidence in organizing collected information in a presentable form.

2. Learning Outcomes

On completion of the assignment students should be able to:

- understand the working of a shopping mall/departmental store.
- Confidently obtain relevant information by using tools like interviews and questionnaires.
- present information collected in an organised manner.
- work together as a team.

3. Methodology

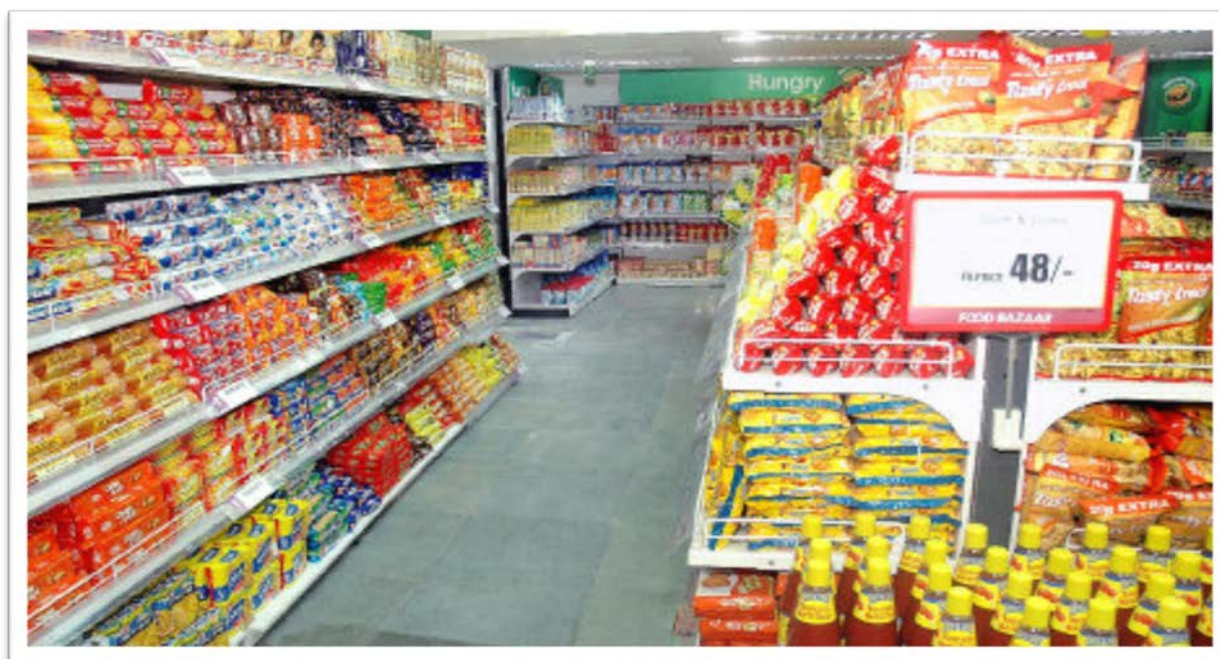
- Discuss the assignment in class.
- Explain the evaluation criteria to students.
- Encourage students to discuss their queries.
- Guide students regarding the available sources of information.
- Students should submit a list of resources used in the process

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting the research	2
Product	
Content	3
Organisation of material	1
Presentation	2
Individual performance (based on level of involvement in the project, level of confidence, queries posed in class)	2
Total	10

5. Support Required

- Xerox facility
- Letters from school for the students to gain easy entry and requisite help



III. Group Work - Visit an export house and observe all export related procedures adopted that also includes necessary documentation required for conducting export transactions. Present a report on the information collected, along with various specimens of documents required for export proceedings.

1. Learning Objectives

- To broaden students' perspective on international trade.
- To help students understand procedures involved in export trade.
- To help them identify documents involved in export trade.
- To develop confidence levels in visiting organisations, interacting with various people and obtaining relevant information.
- To develop presentation skills.
- To develop group presentation skills.

2. Learning Outcomes

On completion of the assignment students should be able to:

- understand concepts related to foreign / international trade better.
- gain the right perspective of procedures involved in export trade.
- identify and understand the purpose of documents involved in export trade.
- organise and present information collected in a coherent manner.
- An opportunity to build on group working skills

3. Methodology

- Discuss the topic related on foreign trade extensively
- Explain the purpose of the assignment.
- Encourage students to discuss their queries.
- Students to submit a list of references used.
- Guide students regarding sources/references to be used

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting the research	2
Product	
Content	4
Organisation of material	1
Presentation	1
Individual performance (based on level of involvement in the project, level of confidence, queries posed in class)	2
Total	10

5. Support Required

- Xerox facility
- Addresses of the organisations for the students to visit after all formalities have been complied with the concerned business institutions.
- Letters from school authorities for students to gain an access to concerned business houses.

[illegible]

IV. (Listen carefully to the passage) Read the passage carefully and answer the questions that follow.

Markzone is a marketing company. Raj Kumar, an office assistant in the Personal department, reported for work at 10.00a.m (office timings being 9.00 to 5.00p.m) and signed the attendance register. Ms Devina the HR manager observed the time of entry and reprimanded him for late coming and signing the register without permission. Raj Kumar casually responded by saying he was not late and the Head of the HR department had asked him to deliver a letter before coming to office. Ms Devina enquired from the Head of the department over the phone, who, being busy at that time failed to recall that he had sent Raj Kumar for any such errand. Ms Devina was furious at Raj Kumar and severely rebuked him.. Raj Kumar got frustrated and was adamant that the Head had sent him on an errand. Raj Kumar then approached the Head of the department with Ms Devina to resolve the unfortunate situation that had arisen.

As the two entered the cabin, the Head looked at them and realised what the problem was. Even before they could speak, the Head explained that he had sent Raj Kumar on some work. He apologized to Ms Devina that he had neither informed her nor had he recollected that he had indeed sent Raj Kumar for the errand when she had rung up.

1. What is the main cause of the above misunderstanding?
2. Has a communication lapse occurred? Discuss
3. Give suggestions to avoid this kind of a situation.

1. Learning Objectives

- To develop logical and rational skills in dealing with a case study.
- To develop thinking and analytical skills.
- To develop a better understanding of the topic “Communication”.
- To enable students to draw conclusions from a given situation.

2. Learning Outcomes

On completion of the assignment students should be able to:

- handle questions and tackle situations based on case studies.
- analyse a given situation.
- understand the flow of sequences in the case study.
- express themselves in a coherent manner.
- appreciate the importance of communication.
- present their opinion in an organised manner.

3. Methodology

- Read the case study in class thoroughly
- Inform students to note the important points.
- Discuss the importance of Communication in class, citing examples from daily life.
- Encourage question answer sessions in class through role plays of similar situations.
- Encourage all students to participate in the assignment.
- Discuss the evaluation system in class.
- Provide all possible cooperation and assistance.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Cause of misunderstanding - explanation	2
Communication lapse - Discussion	4
Analysis (Q3)	4
Total	10



V. Group Work - You wish to enter into a business partnership with some of your close associates. Discuss the points given below with your team and then prepare a partnership deed.

- **Name of the firm.**
- **Location of the firm.**
- **Number of partners and their names.**
- **The nature of business.**
- **Liability of partners.**
- **Profit sharing ratio.**

1. Learning Objectives

- To develop an understanding of the work of partnership firms.
- To help students understand how a partnership deed is made.
- To develop skills of working in a group.
- To develop thinking skills.

2. Learning Outcomes

On completion of the assignment students should be able to:

- have a thorough understanding of partnership firms.
- identify the important points to be kept in mind while making a partnership deed.
- make a comprehensive partnership deed.

3. Methodology

- Explain in detail about partnership firms.
- Discuss the making of a partnership deed in class.
- Compare various partnership deeds prepared by different groups of students
- Encourage question answer sessions in class.
- Discuss the evaluation criteria.

4. Evaluation

Evaluation criteria	Distribution of Marks
Process	
Participation in the group	2
Product	
Content	3
Organisation of material	1
Presentation	2
Individual performance (based on level of confidence, queries posed in class)	2
Total	10

VI. Group Assignment - Conduct a survey to analyse the influence of advertisements that promote liquor, cigarettes and tobacco based substances on today's youth. How will a ban on these advertisements deter the youth from using these products?

1. Learning Objectives

- To develop an understanding of the concept of advertising.
- To help students assess the pros and cons of advertising.
- To develop skills in conducting a survey.
- To develop analytical skills.

2. Learning Outcomes

On completion of the assignment the students should be able to:

- analyse the implications of the aforesaid advertisements.
- assess the extent of influence on young minds.

3. Methodology

- Discuss the role of advertising in present day context.
- Explain the main purpose of doing the assignment.
- Extend all possible support to students in making a simple questionnaire for the survey.
- Explain that the evaluation process gives importance to individual performances.
- Encourage students to discuss the topic amongst themselves.

Suggestions:

(a) "Is advertising directly related to an increase in the sales of a product?" Discuss. This can be a good topic for group discussion.

(b) Students can be asked to conduct a survey on - What induces people to buy a particular product?

(c) A debate can also be conducted on the topic. "Will you purchase a product just because it is endorsed by your favourite celebrity (cricketer, film star)?"

3. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting the survey	2
Product	
Contents (findings)	4
Analysis	2
Individual performance	2
Total	10

5. Support Required

- Access to library/books/newspapers/magazines /Internet

VII. Mr. Das is in a dilemma. He has a difficult task in choosing between Mr Batra and Mr Gupta for promotion. Both employees are hardworking and efficient and complete their work on time. However, there is a difference in their working styles.

Mr. Batra is punctual, quite relaxed, easy going, knows his job and responsibilities well. After finishing his work, if time permits, he also helps his colleagues in their work. He is a jovial person and has a good reputation in the office.

Mr. Gupta on the other hand is a serious kind of person, comes to office early and works late hours. He is immersed in his work even during lunchtime, completes his assignment right on time and does quite a good job. He has a reputation of being a very hardworking person in the office. If possible, Mr Das would have promoted both of them, but that is not possible.

As Mr Das who would you choose for promotion? Make a presentation in the class with a special mention of the appraisal system used to decide the right candidate.

1. Learning Objectives

- To develop understanding of the appraisal system.
- To develop analytical skills.
- To familiarise students with the style of dealing with a case study.
- To compliment practical knowledge with theory aspects.

Suggestion:

Students can be asked to enact roles in the case study and reach a solution.

2. Learning Outcomes

On completion of the assignment students should be able to:

- have a better understanding of the appraisal system.
- analyse a given situation from all aspects.
- make a presentation in class not as self but as the character in the case study.

3. Methodology

- Discuss the concept of appraisal system in class.
- Discuss the case study in class.
- Explain the evaluation criteria.
- Encourage students to discuss their queries in class.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Justification of the decision taken	4
Content (theory part of the subject e.g. types of appraisal system)	3
Presentation (way of starting, style of presentation, conclusion, confidence)	3
Total	10

VIII. Group Work - Visit the office of any Private Limited Company and that of a Non-profit making organisation (A charitable trust) and compare the difference in the maintenance of their books of accounts. Present a report in the class with the specimens of the accounts maintained.

1. Learning Objectives

- To develop a thorough understanding of commercial and non-profit making organisations.
- To develop practical understanding of financial recording in the books of account.
- To enable students to understand the difference between the accounts maintained by the two types of organisations.
- To develop skills of collecting information from various sources.

2. Learning Outcomes

On completion of the assignment students should be able to:

- identify the types of accounts maintained in a profit making and a non-profit making organisations.
- State the differences in accounting of the two types of organisations.
- relate theory learnt in class with practical application in the organisations.
- acquire thorough concepts of financial recording in the books of accounts.
- present information collected in an organised and understandable manner.

3. Methodology

- Discuss the assignment in class.
- Encourage students to discuss their queries.
- Students to list sources used for the assignment.
- Suggest references to students for the assignment.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Content	5
Individual performance (evaluated on the basis of level of involvement in the project, knowledge of the subject)	3
Presentation	2
Total	10

5. Support Required

- Addresses of organisations that students may visit for the assignment
- Letter from school authorities for students to gain access to concerned institutions. / Xerox facility.

IX. Group Assignment - Plan a visit to the Human Resources Department of a nearby business organisation and observe the selection and recruitment process in operation. Make enquiries on whether the organisation conducts training programs / workshops for its employees. If yes, interview the employees to find out the benefits obtained from such training programs / workshops.

Make a presentation of your report in the class.

1. Learning Objectives

- To develop a better understanding of the selection and recruitment procedure operating in an organisation.
- To develop an understanding of the importance of training in an organisation.
- To develop the ability to obtain information from various sources.
- To enhance presentation skills.

Suggestions:

Students can be asked to meet the School Principal/Headmaster and discuss the criteria adopted by him/her in recruiting the teaching and non-teaching staff.

A class discussion can be organised on “the relationship between training methods and appraisal systems”.

2. Learning Outcomes

On completion of the assignment students should be able to:

- have an in-depth knowledge of the selection and recruitment procedure.
- appreciate the importance of training in an organisation.
- relate the theory aspect of the subject with its practical application.
- make a presentation in the class.

3. Methodology

- Discuss and explain the reasons for doing the assignment in class.
- Suggest that students can visit the offices of working parents for the project.
- Encourage students to ask questions in class.
- Enquire about the progress of the assignment at regular intervals.
- Ask students to provide a written list of names and sources used.
- Explain the criteria of the evaluation system.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting the research	2
Product	
Content	5
Presentation	2
Organisation of material	1
Total	10

5. Support Required

- Names of organisations to be visited by students for completion of the project.
- Letter from school authorities for students to gain an easy access
- Xerox facility

X. Group Work –Pay a visit to the local office of any two leading Public Sector Companies in India and draw a comparative study in their inter-relationship and inter dependence in all functional areas of their operations. For reference : NTPC, IOC, ITC, BHEL etc.

1. Learning Objectives

- To provide a better understanding of the actual functioning of Corporate Enterprises in the Public Sector
- To develop the ability to understand and correlate different functional areas of an organization.
- To develop an understanding of the inter-dependence of different functional areas.
- To develop-skills in collecting and analysing data.
- To develop skills of working in a group.

2. Learning Outcomes

On completion of assignment students should be able to:

- understand the different functional areas of an organisation.
- understand the integrated approach to management.

3. Methodology

- Discuss the assignment with students.
- Differentiate between public and private sector companies.
- Divide the class into groups.
- Provide students with names of Public Sector Companies for their study.
- Discuss the progress of the assignment from time to time.
- Discuss queries related to collection of data.
- Provide guidance for analysis of data collected.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Method of conducting the study	3
Product	
Content	4
Organisation	2
Presentation	1
Total	10

5. Support Required

- Letters from school authorities for easy access to companies with whom prior appointments have been fixed.
- Access to library for books

ROLE OF ADVERTISING



DATE _____ PAGE No. 1

MEANING OF ADVERTISING

According to the American Marketing Association, advertising is "any paid form of non-personal presentation or promotion of ideas, goods or services by an identified sponsor."³⁶

Large-scale production of goods and services requires mass-selling. Advertising is the most popular method to generate mass-selling. Advertising includes all the activities required to prepare advertisements and disseminate them among prospective customers so as to induce action in accordance with the intent of the advertiser. It involves dissemination of information concerning a product, service or an idea to induce action in accordance with the intent and purpose of the advertiser.

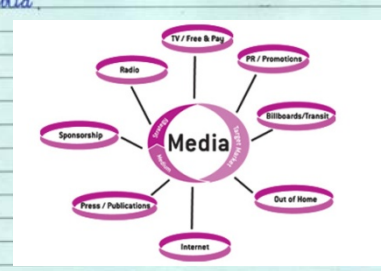
The main features of advertising are as follows:-

- ① It is impersonal form of presentation or promotion of products, services or ideas. There is no face-to-face contact with the customers.

Moham _____ TEACHER'S SIGNATURE _____

DATE _____ PAGE No. 2

- ② It is paid form of communication. The advertisements are communicated through various advertising media and the advertiser has to pay for the space or time hired to the owner of a media.
- ③ It is issued by an identified sponsor. The advertisement contains the name of the advertiser.
- ④ It is a form of mass communication. The message is directed to a large number of persons simultaneously.
- ⑤ Advertising is different from publicity which refers to communication of non-sponsored commercially significant information about an organization or its products and services, through non-personal media.



Moham _____ TEACHER'S SIGNATURE _____

DATE _____ PAGE No. 3

MEDIA OF ADVERTISING

Advertising media are the means to transmit the message of the advertiser to the desired people. They are the vehicle or channels by which an advertising copy is brought to the notice of the prospective buyers. Following media of advertising are available to an advertiser.

PRESS ADVERTISING :- It includes -

- ① Newspapers :- Newspaper advertising has a general and a wide appeal. The message can quickly reach a large number of people. Newspaper advertising is economical but to wide appeal, the cost of advertising per reader is relatively low.
- ② Magazine and Journals :- Periodicals are a powerful and popular medium of advertising. In case of magazine advertising, magazine are read more carefully and at greater leisure and magazine

Moham _____ TEACHER'S SIGNATURE _____

DATE _____ PAGE No. 4

advertising has a longer effect. Technical and trade journals like Business India, Indian Management, Indian Law Digest, Medical Journal, etc., are useful for advertising books and products meant for a particular profession.



- ③ Radio advertising :- Radio advertising has wide appeal and all types of people including illiterate can be approached. People can listen to the advertisement while in transit or at work as cent per cent attention is not essential.
- ④ Television advertising :- Television is a booming medium of advertising which is very effective due to its power to captivate the viewers. It has become very popular and effective due to the combined force of pictures and sound.
- ⑤ Film Advertising :- Business enterprise get short film or slide prepared from advertising agencies and distribute them to selected cinema houses for display. Advertising films are shown before the start of the regular shows or during transmission.

Moham _____ TEACHER'S SIGNATURE _____

DATE	PAGE No. 5
<p>② Direct mail advertising:- A mailing list of potential customers is prepared. The message is sent directly to individual customers through mail in the form of letters, booklets, leaflets, folders and catalogues.</p>	
<p>③ Outdoor or mural advertising:- This is the oldest medium of advertising and continues to be popular in spite of new media. It consists of the use of posters, bill boards, electric displays, etc.</p>	
<p>④ Speciality Advertising:- Banners, key chains, ash trays, pens, penholders, desk trays, ball pens, calendars and other novelties are offered as gifts to potential customers to advertise certain products.</p>	
<p>⑤ Window display:- Display of goods in well-decorated show cases or windows has become a common medium of advertising. Window display helps to attract the attention of the people and to arouse their interest in the products displayed.</p>	
Mohan	TEACHER'S SIGNATURE

DATE	PAGE No. 6
<h2 style="text-align: center;">IMPORTANCE & MERITS OF ADVERTISING</h2>	
<p>Advertising has become an indispensable function in modern business due to cut-throat competition and mass production. It pervades our economic and social life. The benefits of advertising to various parties are discussed below:-</p>	
<p>To PRODUCERS AND TRADERS: Advertising is helpful to manufacturers and dealers in the following ways:-</p>	
<p>i) Meeting competition:- Advertising is an important means for facing competition. By creating brand loyalty, it helps to maintain sales and market share. It supplements personal selling and sales promotion. It creates preference for a particular product, opens doors for salesmen and reinforces point of purchase display, thereby reducing the costs of creating and maintaining demand. Dealers prefer to handle well advertised products, e.g. Mithulali butter is advertised stressing on its low calorie content to compete with another brand of butter, namely Amul butter.</p>	
Mohan	TEACHER'S SIGNATURE

DATE	PAGE No. 7
<p>ii) Steady demand:- Advertising creates regular demand by smothering out seasonal and other fluctuations. For instance, advertising is used to emphasise hot and cold drinks which are advertised throughout the year thereby creating a steady demand. By suggesting new and more frequent use of product, advertising helps to maintain demand throughout the year. Steady demand enables regular production.</p>	
<p>iii) Higher Sales Volume:- Advertising helps to increase demand, expand markets and enhance sales of existing products. Through repeated advertising, a producer can create new customers and enter new markets. It creates new wants and increases sales. Advertising is an essential technique of mass selling. For e.g. Cadbury advertise Bournvita by stressing on its various benefits to health.</p>	
<p>iv) Introduction of new product:- Advertising helps in introducing new products by creating awareness and gaining their acceptance. By informing consumers about the new product, advertising stimulates their interest and persuades them to buy it. Effective advertising helps in overcoming consumer's resistance to new products. e.g. Nokia advertise its latest mobile phone</p>	
Mohan	TEACHER'S SIGNATURE

DATE	PAGE No. 8
<p>and generate consumer interest by making them aware about its features and functions.</p>	
<p>v) Goodwill:- Advertising helps in creating a good image of the firm and reputation for its products. A favourable image increases the capacity of the firm to survive competition and depression. It is through effective advertising that Tata, Birla, etc. have become household names.</p>	
<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>EFFECTIVE ADVERTISING HELPS IN CREATING GOODWILL</p> </div> </div>	
<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>ADVERTISING HELPS IN THE INTRODUCTION OF A NEW PRODUCT</p> </div> </div>	
Mohan	TEACHER'S SIGNATURE

DATE	PAGE No.
	9
<p>To CUSTOMERS:- Advertising is beneficial to consumers due to the following reasons:-</p> <p>i) <u>Convenience</u>:- Advertising makes shopping easy by reducing the time and effort involved in shopping. People become aware of the source and availability of different products and need not search them out. They can make better choice among different varieties. eg. Big Bazar.</p> <p>ii) <u>Education of consumers</u>:- Advertising provides education and knowledge to consumers about new products and their diverse uses. Consumers get the benefit of better advice on safe and proper use of products and develop new ways of life. In this way advertising makes better living. eg. Dettol has various uses and it can be used for various medicinal purposes.</p> <p>iii) <u>Better quality</u>:- Advertising is generally done through brand name. Advertisers try to create special features in their products to successfully communicate product differentiation. Need to find arguments in advertising and desire to live upto the image, leads them to improve quality of product design. eg. Videcon.</p>	
<p>TEACHER'S SIGNATURE</p>	

DATE	PAGE No.
	10
<h1>CONCLUSION</h1> <p>Advertising influences the behaviour of prospective buyers in a manner that will lead to higher sales. It helps a business to introduce a new product, enter a new market or attract a new group of customers. It helps to provide information useful to consumers and the society in general. It is thus, a great force in modern society.</p> <p>Several objections have been raised against advertising. It is argued that advertising leads to higher price, wasteful consumption and misleads the consumer. It creates brand preference and restricts free competition.</p> <p>In spite of its limitations, Advertising is an essential marketing function. Money spent on advertising is not wasteful if it is spent in a responsible manner. Advertising enhances the goodwill of the firm and creates brand loyalty. Advertising is the cheapest selling tool and the most important element in promotion strategy.</p>	
<p>TEACHER'S SIGNATURE</p>	

Your classes will
Last for two hours.
Their education, forever.

TEACH INDIA A
Let's learn to teach

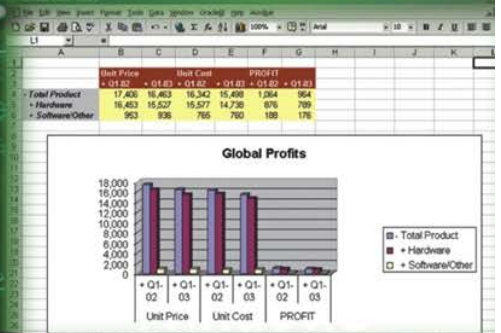
Log on to www.teach.timesofindia.com to discover
how two hours a week can make the difference to a child's life.

COMPUTER SCIENCE

<C++>

```
File Edit View Search Run Debug Calls Utility Options Help
REM "settings.txt" FOR OUTPUT AS #6
PRINT #6, name$
CLOSE
END IF
CLOSE
CLOSE

Settings:
LS
Reader
PRINT "Welcome "; name$; ""
PRINT "PLEASE SELECT METHOD:"
PRINT "1) Soft Rebuild 2) Sentence Rebuild 3) Complete Rebuild 4) Zap 5)
method = 2
LS
Completeness = 1
Inmediate
```



COMPUTER SCIENCE

I. You are to make a presentation on computers and its uses to a person who has no basic knowledge of computers. Make a presentation in class providing answers to the following questions-

- What is a computer?
- Why are computers useful?
- What are its various components?
- What is a word processor?
- How does it work and what are its uses?
- What is a spreadsheet?
- How does it work and what are its uses?

You should be able to demonstrate the functions performed by a word processor by drafting a letter and that of a spreadsheet by making a timetable.

1. Learning Objectives

- To widen the students' knowledge on the basics of computers.
- To enable students to work with a word processor and a spreadsheet.
- To enable students to format a document.
- To develop skills in training others.
- To enhance creative skills.

2. Learning Outcomes

On completion of the assignment students should be able to:

- acquire an in-depth knowledge of computers and their uses.
- help others gain knowledge about computers and their uses.
- work with a word processor and a spread sheet without any difficulty.
- make an interesting presentation.

3. Methodology

- Discuss the assignment in class.
- Emphasize that the presentation is for people who are complete strangers to computers.
- Explain that the evaluation is based on multiple criteria.
- Encourage students to discuss queries with you.
- Provide all the needed support and help.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Content	4
Creativity	2
Presentation and organisation of matter	2
Confidence/ Effectiveness	2
Total	10

5. Support Required

- Computer with a word processing package and a spread sheet



II. Make a presentation on multimedia and its uses. Also mention the audio and visual devices used in multimedia.

1. Learning Objectives

- To develop a knowhow of multimedia.
- To develop an understanding of the importance of multimedia in different fields.
- To create awareness about the devices used in multimedia.
- To enable students to work using a presentation package.
- To enhance the creative abilities.

2. Learning Outcomes

On completion of the assignment students should be able to:

- make slides in the presentation package for the project.
- use their creative abilities and make the assignment interesting.
- acquire knowledge about the use of multimedia in various fields.

3. Methodology

- Discuss the assignment with the students.
- Explain the features of the presentation package being used.
- Guide the students regarding the sources of references.
- Explain that the evaluation is based on multiple criteria.
- Encourage students to discuss queries with you.
- Provide all the needed support and help.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Content	4
Creativity	2
Presentation and organisation of matter	2
Confidence	2
Total	10

5. Support required

- Books/libraries
- Computer with a presentation package

III. Prepare a computer program for a large departmental store. Your program should allow one to:

- create and view a data file.
- search for the employees by name.
- view the employee's salary.
- add new records.

1. Learning Objectives

- To develop an understanding of the need for software to maintain records of employees.
- To enhance students' knowledge on the use of BASIC or C++ algorithms and flow-charts.
- To develop a program that runs without error.

Suggestion:

Students may also create a program to help in the maintenance of the School Bus records.

One should be able to view the names of the students, their age, class, section and route number.

2. Learning Outcomes

On completion of the assignment the students should be able to -

- work with BASIC or C++ efficiently.
- appreciate the use of flow charts before coding the program.
- develop programs without error.

3. Methodology

- Discuss the assignment with the students.
- Encourage the students to participate in the class and ask questions.
- Explain the working of BASIC or C++ and the need for algorithms and flow charts.
- Encourage students to be creative.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Analysis	2.5
Algorithm	2.5
Coding and documentation	2.5
Execution	2.5
Total	10

5. Support Required

- Computers with C++.

IV. Prepare a computer program for an amusement park. The program should calculate the total ticket sales. Tickets are allotted at different rates on the basis of the age of the customer.

1. Learning Objectives

- To understand the need for software to maintain ticket sales.
- To enhance the students' knowledge on the use of BASIC or C++, algorithms and flow-charts.
- To develop a program that runs without error.

2. Learning Outcomes

On completion of the assignment the students should be able to:

- work with BASIC or C++ efficiently.
- appreciate the use of algorithms and flow charts before coding the program.
- develop programs without error.

3. Methodology

- Discuss the assignment with the students.
- Encourage the students to participate in the class and ask questions.
- Explain the working of BASIC or C++ and the need for algorithms and flow charts.
- Encourage students to be creative.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Analysis	2.5
Algorithm	2.5
Coding and documentation	2.5
Execution	2.5
Total	10

5. Support Required

- Computers with BASIC or C++

V. Prepare a computer program in BASIC or C++ to input the names, roll numbers and marks of all the students in your class. The program should also calculate the total percentage of the students and give them grades accordingly.

1. Learning Objectives

- To understand the need for software to maintain the marks of the class.
- To enhance the students' knowledge of BASIC.
- To develop a program that runs without error.

2. Learning Outcomes

On completion of the assignment the students should be able to:

- work with BASIC or C++ efficiently.
- appreciate the use of algorithms and flow charts.
- develop programs without error.

3. Methodology

- Discuss the assignment with the students.
- Encourage them to participate in the class and ask questions.
- Explain the working of BASIC or C++ and the need for algorithms and flow charts.
- Encourage students to express their ideas in a creative manner.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Analysis	2.5
Algorithm Design	2.5
Coding and documentation	2.5
Execution	2.5
Total	10

5. Support Required

- Computers with BASIC or C++ compilers.


```
// COMPUTER SCIENCE PROJECT
//PROGRAM : IMPLEMENTATION OF FILES TO ADD ,VIEW , MODIFY ,
DELETE, SORT AND PRINT RECORDS
```

```
#include <iostream.h>
#include <conio.h>
#include <stdlib.h>
#include <fstream.h>
#include <stdio.h>

int choice;
int roll,eng,math,sci,lang2,soc,sub6;
char name[20];
fstream fin;
fstream fout;

void DataInput()
{
    cout<<"\nRoll number : "; cin>>roll;
    cout<<"Name      : "; cin>>name;
    cout<<"English   : "; cin>>eng;
    cout<<"Maths     : "; cin>>math;
    cout<<"Science   : "; cin>>sci;
    cout<<"2nd language : "; cin>>lang2;
    cout<<"Social Studies : "; cin>>soc;
    cout<<"6th Subject  : "; cin>>sub6;
}
```

```
void DataOutput()

{
    cout<<"\nRoll number : "<<roll<<endl;
    cout<<"Name      : "<<name<<endl<<endl;
    cout<<"English   : "<<eng<<endl;
    cout<<"Maths     : "<<math<<endl;
    cout<<"Science   : "<<sci<<endl;
    cout<<"2nd language : "<<lang2<<endl;
    cout<<"Social Studies : "<<soc<<endl;
    cout<<"6th Subject  : "<<sub6<<endl;
    cout<<"Total marks : "<<(eng+math+sci+lang2+soc+sub6)<<endl;
    float ave= (eng+math+sci+lang2+soc+sub6)/6;
    cout<<"Average   : "<<ave<<"%"<<endl;
}
```

```
void DataRead()

{
    int >> roll>> name>> eng>> math>> sci>> lang2>> soc>> sub6;
}
```

```
void DataWrite()

{
    out<<roll<<endl<<name<<endl<<eng<<endl<<math<<endl;
    out<<sci<<endl<<lang2<<endl<<soc<<endl<<sub6<<endl;
}
```

```
void AddRecords()
{
    clrscr();
    out.open("Marks2.dat",ios::app);
    DataInput();
    DataWrite();
    out.close();
}
```

```
void ViewRecords()
{
    clrscr();
    in.open("Marks2.dat");
    cout<<"\nRoll number: ";
    in>>choice;
    DataRead();
    while(!fin.eof())
    {
        if(roll==choice)
            DataOutput();
        DataRead();
    }
    in.close();
    getch();
}
```

```
void DeleteRecords()

{
    clrscr();
    in.open("Marks2.dat");
    out.open("Temp.dat");
}
```

```
    cout<<"\nRoll number: ";
    in>>choice;
    DataRead();
    while(!fin.eof())

    {
        if(roll!=choice)
            DataWrite();
        DataRead();

        out<<"Record Number"<<choice<<"is deleted";
        in.close();
        out.close();
        remove("Marks2.dat");
        rename("Temp.dat","Marks2.dat");
    }
}
```

```

void ModifyRecords()
{
    DeleteRecords();
    AddRecords();

    void SortRecords()

    int data[99],i,j;
    in.open("Marks2.dat");
    out.open("Temp.dat");
    for(i=0;i<100;i++)
    {
        data[i]=0;i=0;
        DataRead();
        while(!fin.eof())

        {
            data[i++]=roll;
            DataRead();

            for(i=0;i<100;i++)

            {
                for(j=0;j<100-i;j++)

                {
                    if(data[j]<data[j+1] && data[i]>0)

                    {
                        choice=data[j];
                        data[j]=data[j+1];
                        data[j+1]=choice;
                    }
                }
            }
        }
    }
}

```

```

=0;
while(data[i])

{
    in.clear();
    in.seekg(0);
    DataRead();
    while(!fin.eof())

    {
        if(roll==data[i])
        {
            DataWrite();
            DataRead();

            ++i;

        }
    }

    in.close();
    out.close();
    remove("Marks2.dat");
    rename("Temp.dat","Marks2.dat");
}

```

```

void PrintRecords()
{
    clrscr();
    in.open("Marks2.dat");
    DataRead();
    while(!fin.eof()) {
        clrscr();
        DataOutput();
        DataRead();
        getch();

        in.close();
    }

    void main() {
        int quit=0;
        while(!quit) {
            clrscr();

            cout<<"*****"<<endl;
            cout<<"*                               *"<<endl;
            cout<<"*      Main Menu                      *"<<endl;
            cout<<"*      1. Add a record                  *"<<endl;
            cout<<"*      2. View a Record                *"<<endl;
            cout<<"*      3. Modify a record              *"<<endl;
            cout<<"*      4. Delete a record              *"<<endl;
            cout<<"*      5. Sort records                  *"<<endl;
            cout<<"*      6. Print records                  *"<<endl;
            cout<<"*      7. Exit                          *"<<endl;
            cout<<"*      Enter your choice:                *"<<endl;
            cout<<"*                               *"<<endl;
            cout<<"*      *****                          *"<<endl;
            cout<<"*****"<<endl;
        }
    }
}

```

```

in>>choice;
switch(choice)

{
    case 1 : AddRecords();    break;
    case 2 : ViewRecords();   break;
    case 3 : ModifyRecords(); break;
    case 4 : DeleteRecords(); break;
    case 5 : SortRecords();   break;
    case 6 : PrintRecords();  break;
    case 7 : quit=1;          break;

    }
}

```

Economic Applications

MARKET STRUCTURE



ECONOMIC APPLICATIONS

I. “Loans create deposits, Deposits create loans” . Undertake a visit to the branch of a nationalised bank in your city and prepare a report on the following:

- **different types of loans granted to customers.**
- **criteria required for giving loans.**
- **various terms and conditions for granting of loans**
- **Criteria for repayment**

1. Learning Objectives

- To create awareness about loans granted by banks.
- To develop the ability to gather information.
- To develop the ability to present collected data in a systematic form.

2. Learning Outcomes

On completion of this project students should be able to:

- have a wider knowledge about loans, the criteria of disbursement, terms and conditions, repayment criteria etc.
- prepare questionnaires.
- sort, organize and compile material and information from various sources.

3. Methodology

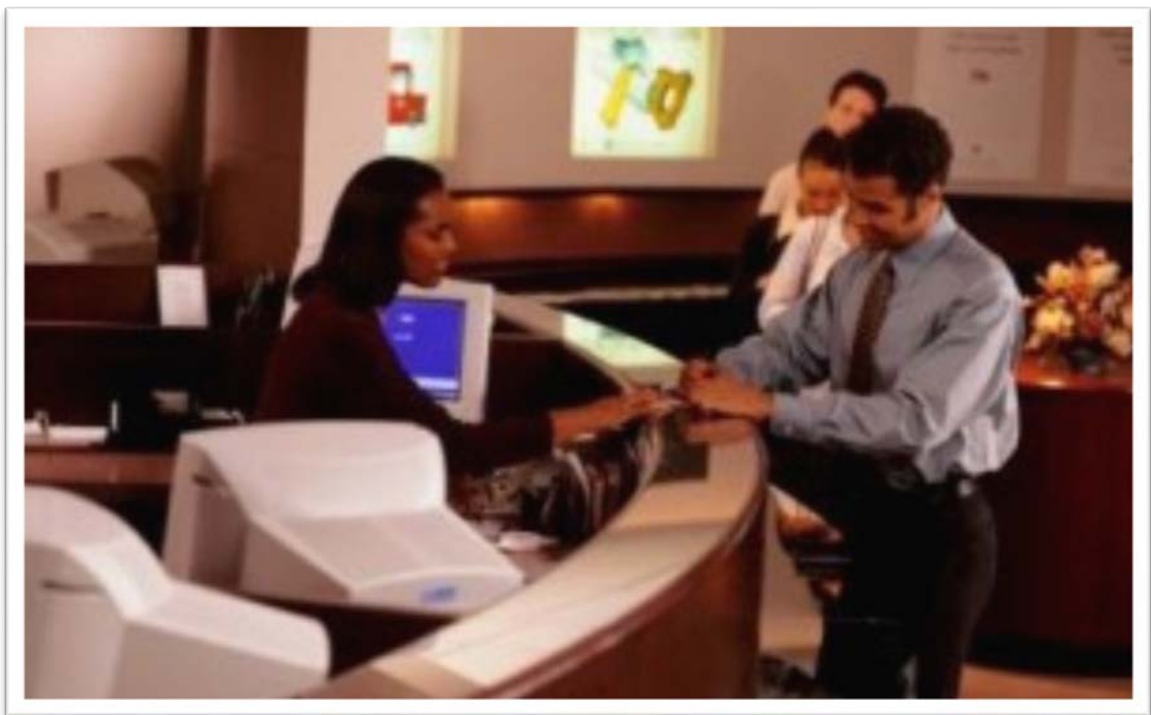
- Discuss the assignment with students and address all clarifications.
- Teach students how to prepare questionnaires.
- Encourage students to discuss queries.
- Explain the various criteria for evaluation.
- Encourage students to select and visit different banks for the purpose of the survey.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Procedure	2
Product	
Content	4
Organisation	2
Presentation	2
Total	10

5. Support Required

- Letters of authority from the school for students to gain easy access and all possible assistance from bank personnel
- Fixing a prior appointment with the bank personnel



II. With the help of statistical data prepare a report on the occupational sectors of the economy and their contribution to the National Income and Employment post the New Economic Policy of 1991.

1. Learning Objectives

- To make students aware of the nature of the occupational sectors of the economy.
- To analyse the role played by each sector in the economy and their contribution to the National Income.
- To study changes in the contribution after the New Economic Policy of 1991 and to identify causes for these changes.
- To suggest ways of strengthening each sector as per present day priorities.

2. Learning Outcomes

After completion of the assignment students are should be able to:

- understand the role played by each sector in the modern day economy.
- enumerate reasons for the increase or decrease in the contribution of each sector.
- assess the future role of these sectors.

3. Methodology

- Discuss the assignment with students giving them a clear indication of the aspects that have to be dealt with.
- Encourage students to collect data from different sources - books, journals, magazines, browse the Internet etc.
- Explain how information/data should be projected with the help of tables and diagrams.
- Explain the criteria of evaluation.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of doing the research	2
Product	
Content	4
Presentation	2
Inference drawn	2
Total	10

5. Support Required

- Access to library/ Xerox facility
- Internet

III. Group work – Visit the municipality/gram panchayat of a village close to your city and understand the functioning of these local governments, with relation to various social welfare projects undertaken by them to promote economic development in areas under their jurisdiction.

1. Learning Objectives

- To familiarise students with the working of gram panchayats/municipalities.
- To supplement classroom learning with practical experience.
- To develop the skill of conducting a survey.
- To develop skills of working in a group.
- To develop the ability to present collected data in a systematic form.

2. Learning Outcomes

On completion of this assignment, students should be able to:

- Understand the functioning of local governance.
- Learn about various projects / welfare schemes undertaken to promote economic development in rural areas
- sort-out, organize and compile material and information from various sources.
- prepare questionnaires.
- conduct surveys and realise the problems that people conducting surveys face.

3. Methodology

- Discuss the assignment with students and give them a clear idea of aspects they need to understand.
- Teach students how to prepare questionnaires.
- Explain the various methods of data presentation
- Encourage students to discuss their queries.
- Explain the various criteria of evaluation.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Procedure	3
Product	
Content	4
Organisation & Presentation	3
Total	10

5. Support Required

- Access to a municipality or gram panchayat
- Relevant books for reference material

IV. Group work – Prepare a statistical report after identifying different groups of residents in your locality for a survey to be conducted on issues of occupation, gender, and literacy rate.

1. Learning Objectives

- To familiarise students with the manner in which a population census is carried out.
- To help students understand various terminologies like literacy rate, sex composition, occupational structure, etc, through actually computation.
- To develop skills in conducting a survey.
- To develop skills in making presentations.

2. Learning Outcomes

On completion of the assignment, students should be able to:

- Calculate, literacy rate, sex composition, etc for their locality.
- organize and display data graphically.
- make a presentation.
- have a better understanding of the statistical profile of their locality.

3. Methodology

- Discuss the assignment with the students, specifying the aspects of research.
- Guide students in preparing a questionnaire that covers all aspects of research.
- Discuss the presentation of the data/information collected.
- Discuss the evaluation criteria with the students.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Method of conducting the survey	2
Product	
Accuracy of data	2
Organization of information	2
Display of data	2
Interpretation of data & inference	2
Total	10

V. Graphically display data collected on socio - economic infrastructure in the post-Independence era from 1951-2010. Interpret the data and make a report on the changes that has occurred in the given duration.

1 Learning Objectives

- To develop an understanding of the infrastructure of the Indian economy.
- To provide a better understanding of the changes that have taken place in the infrastructure over the given period of time.
- To develop skills in locating relevant material.
- To develop skills in presenting data graphically.
- To develop analytical skills.

2. Learning Outcomes

On completion of the assignment students should be able to:

- understand how the social/economic infrastructure in India has changed over the given period of time.
- use reference materials for the purpose of research.
- present data graphically.

3. Methodology

- Discuss the assignment with students and give them a clear indication of aspects that need to be included.
- Provide students with a list of reference books/libraries
- Explain that the evaluation is based on multiple criteria.
- Encourage students to discuss their queries. Students should prepare a list of references/sources of information.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Quality and relevance of research	2
Product	
Accuracy of data	3
Display of data	3
Interpretation of data & inference	2
Total	10

5. Support Required

- Access to Library/reference books/ Internet
- Xerox facility

VI. Identify five major items of export and import each of India's foreign trade in the post liberalisation era and economic reforms of 1991, and state reasons in your report for the change in India's position and trading relations with the rest of the world.

1. Learning Objectives

- To develop an understanding of India's foreign trade.
- To develop sound knowledge about the changes that have taken place in India's foreign trade in the recent years.
- To develop analytical skills.
- To develop skills in searching and locating relevant reference material.

2. Learning Outcomes

On completion of the assignment the students should be able to:

- list the main items of import and export in India (for the past 10 years).
- understand the changes that have taken place in India's foreign trade.
- use reference materials for the purpose of research.

3. Methodology

- Discuss the assignment with students and give them a clear indication of aspects that needs to be included.
- Encourage different students to select different items of export and import.
- Provide students with a list of reference books/ libraries.
- Explain that the evaluation is based on multiple criteria.
- Encourage students to discuss their queries
- Students should prepare a list of references/ sources of information.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Method of collecting information	2
Product	
Accuracy of data	2
Organization of information	2
Presentation	2
Interpretation of data & inference	2
Total	10

5. Support Required

- Access to Library/ reference books / Internet
- Xerox facility

VII. Group work - Visit a local small scale / cottage industry and study the interdependence of the various factors of production on each other and compile a report based on your observations.

1. Learning Objectives

- To develop an understanding of the various factors of production based on practical situations.
- To provide an understanding of how factors of production are to be coordinated in the smooth functioning of a factory unit.
- To help students understand how factors of production are interdependent on one another.
- To help students understand the role of the entrepreneur in coordinating the other factors of production.

2. Learning Outcomes

On completion of the project students will be able to:

- recognize the role of each factor of production in the production process.
- understand how coordination between factors of production is essential for efficient functioning of the factory.
- learn the relative importance of each factor of production.

3. Methodology

- Discuss what observations are to be made during the visit.
- Explain that the evaluation is based on multiple criteria.
- Encourage students to discuss their queries
- Students to provide a list of references / sources of information used.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Quality and relevance of research	2
Product	
Content	4
Organization of information	2
Presentation	2
Total	10

5. Support Required

- Letters of authority from the school for students to gain easy access and be given all possible assistance.
- Fix a prior appointment with the concerned personnel

VIII. Select 10 households in your locality having different income levels. Find out the proportion of expenditure from their incomes incurred on various essential items (like food, education, clothing, transportation, recreation etc.) Show the changes in composition of the total expenditure on these items with changes in income and family size.

1. Learning Objectives

- To develop an understanding of how expenditure on various items changes with income and family size.
- To develop skills in conducting surveys.
- To develop the ability to present the collected data in a systematic manner.
- To develop analytical skills.

2. Learning Outcomes

On completion of this assignment, students should be able to:

- prepare questionnaires.
- understand that expenditure pattern of each family differs depending on a number of factors.

3. Methodology

- Discuss the assignment with students to have a clarity in terms of concepts.
- Teach students how to prepare questionnaires.
- Help students in selecting the sample.
- Explain the various ways in which data can be presented.
- Encourage students to discuss queries relating to data collection.
- Explain the various criteria of evaluation.
- Note - People may be reluctant to reveal their incomes. In that case, total expenditure can be taken.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Preparation & Procedure	2
Product	
Income expenditure pattern	3
Variation in expenditure	3
Presentation	2
Total	10

5. Support Required

- Access to different households
- Relevant books for reference material

IX. Analyse and prepare a report on the Union Budget and its implications on the living standards of various sections of society.

1. Learning Objectives

- To develop an understanding of the Union Budget.
- To help students understand the impact of the Union Budget on the various sections of society.
- To enable students to understand the effect of increased/decreased taxation on the total revenue.
- To understand the proportions in which Government expenditure is undertaken.

2. Learning Outcomes

On completion of the assignment the students should be able to:

- understand Government Revenue and Expenditure.
- understand the impact of direct and indirect taxes.
- know how the budget makes a difference to the disposable incomes of different strata of society.

3. Methodology

- Prior to the presentation of the Union Budget, discuss the various aspects of the budget.
- Help students understand the implications of the various changes proposed in the budget.
- Encourage students to evaluate and comment on the significance and impact of the budget on people of all walks of life.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Studying the Budget	3
Content of the report	3
Organisation of matter	2
Presentation	2
Total	10

5. Support Required

- Newspaper articles / Journals relating to the Union Budget and analysis by various sectors of the economy
- Internet

ELASTICITY OF DEMAND

ELASTICITY
OF
DEMAND...

ELASTICITY OF DEMAND

1. ELASTICITY

Definition: "The elasticity of demand is a measure of the relative change in quantity purchased in response to a relative change in price, on a given demand curve."

- PROF. A.L MEYERS

2. DIFFERENT TYPES OF ELASTICITY OF DEMAND

There are 3 different types of elasticity of demand:

(i) PRICE ELASTICITY:

It relates to a proportional change in demand due to a proportional change in price.

$$E_p = \frac{\% \text{ change in demand}}{\% \text{ change in price}} = \frac{\Delta Q \cdot P}{\Delta P \cdot Q}$$

(ΔQ = change in demand, ΔP = change in price, P = initial price, Q = initial demand)

(ii) INCOME ELASTICITY:

It relates to a proportional change in demand due to a proportional change in income of the consumers.

$$E_y = \frac{\% \text{ change in demand}}{\% \text{ change in income}} = \frac{\Delta Q \cdot Y}{\Delta Y \cdot Q}$$

(ΔQ = change in demand, ΔY = change in income, Q = initial demand, Y = initial income)

(iii) CROSS ELASTICITY:

It relates to a proportional change in the demand for 'x', due to a proportional change in the price of 'y', where 'x' and 'y' are related goods - i.e. complements or substitutes.

$$E_c = \frac{\% \text{ change in demand for } x}{\% \text{ change in price of } y} = \frac{\Delta Q_x \cdot P_y}{\Delta P_y \cdot Q_x}$$

(ΔQ_x = change in demand for x, ΔP_y = change in price for y, P_y = initial price of y, Q_x = initial demand for x)

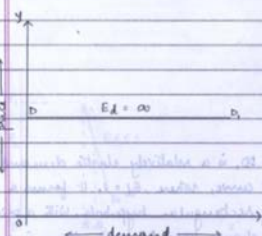
3. MAGNITUDES OF ELASTICITY OF DEMAND

(i) PERFECTLY ELASTIC DEMAND

eg.	Price	Demand
	Rs/kg	kg
	Rs 10	100 kg
	Rs 9.5	500 kg
	Rs 9	1000 kg

$$E_d = \infty$$

When no change or a very small change in price causes an enormous variation in demand of a commodity, the demand is said to be perfectly elastic.



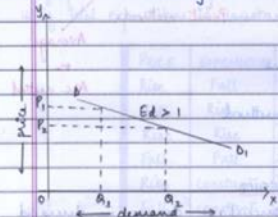
DD is a perfectly elastic demand curve, where $E_d = \infty$. It is parallel to the X-axis. With no change in price, there is a large change in demand.

(ii) HIGHLY ELASTIC DEMAND

eg.	Price	Demand
	Rs/kg	kg
	Rs 10	100 kg
	Rs 8	140 kg
	Rs 6	200 kg

$$E_d > 1$$

When there is a considerable change in demand even with a small change in price, the demand is said to be highly elastic.



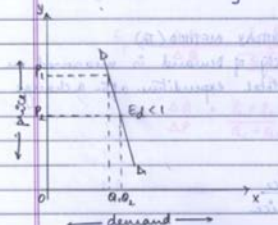
DD is a highly elastic demand curve, where $E_d > 1$. It is a flat curve. With a small change in price from OP_1 to OP_2 , there is a large change in demand from OQ_1 to OQ_2 .

(iii) HIGHLY INELASTIC DEMAND

eg.	Price	Demand
	Rs/kg	kg
	Rs 10	100 kg
	Rs 8	95 kg
	Rs 6	92 kg

$$E_d < 1$$

When a substantial change in prices has little effect on the extension or contraction in demand of the commodity, the demand is said to be highly inelastic.



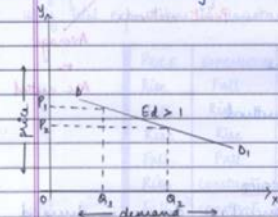
DD is a highly inelastic demand curve, where $E_d < 1$. It is a steep curve. With a large change in price from OP_1 to OP_2 , there is a small change in demand from OQ_1 to OQ_2 .

(ii) HIGHLY ELASTIC DEMAND

eg.	Price	Demand
	Rs/kg	kg
	Rs 10	100 kg
	Rs 8	140 kg
	Rs 6	200 kg

$$E_d > 1$$

When there is a considerable change in demand even with a small change in price, the demand is said to be highly elastic.



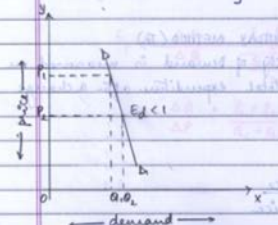
DD is a highly elastic demand curve, where $E_d > 1$. It is a flat curve. With a small change in price from OP_1 to OP_2 , there is a large change in demand from OQ_1 to OQ_2 .

(iii) HIGHLY INELASTIC DEMAND

eg.	Price	Demand
	Rs/kg	kg
	Rs 10	100 kg
	Rs 8	95 kg
	Rs 6	92 kg

$$E_d < 1$$

When a substantial change in prices has little effect on the extension or contraction in demand of the commodity, the demand is said to be highly inelastic.




DD is a highly inelastic demand curve, where $E_d < 1$. It is a steep curve. With a large change in price from OP_1 to OP_2 , there is a small change in demand from OQ_1 to OQ_2 .


classmate
Date _____
Page _____

6. SOME COMMON GOODS AND THEIR ELASTICITY


- Item: Bath Soap
Elasticity: $E_p < 1$ (Highly inelastic)
Reason: Even with a substantial change in price, there is little change in demand. This is because bath soap is a necessity, and will be bought at higher prices. (This differs from person-to-person)



- Item: Needle
Elasticity: $E_p = 0$ (Perfectly inelastic)
Reason: Demand will not change with any change in price, as needle has an insignificant share in the Total expenditure of a normal consumer.




- Item: Luxury Car
Elasticity: $E_p > 1$ (Highly elastic)
Reason: Demand will change greatly with even a small change in price, as luxury cars have a very significant share in Total expenditure of a normal consumer.




classmate
Date _____
Page _____


- Item: Life saving drugs
Elasticity: $E_p = 0$ (perfectly inelastic)
Reason: life saving drugs will be bought at any price, i.e. no matter what the change in price is, demand will not alter itself.




- Item: Biscuits
Elasticity: $E_p > 1$ (highly elastic)
Reason: Demand will change greatly with a small change in price, as biscuits are not a necessity and may have substitutes.



- Item: Tea
Elasticity: $E_p > 1$ (highly elastic)
Reason: Demand will change greatly even with a small change in price, as tea has substitutes, like coffee.




- Item: Perfume
Elasticity: $E_p > 1$ (highly elastic)
Reason: Demand will change greatly even with a small change in price, as perfume has substitutes and is not a necessity.




classmate
Date _____
Page _____


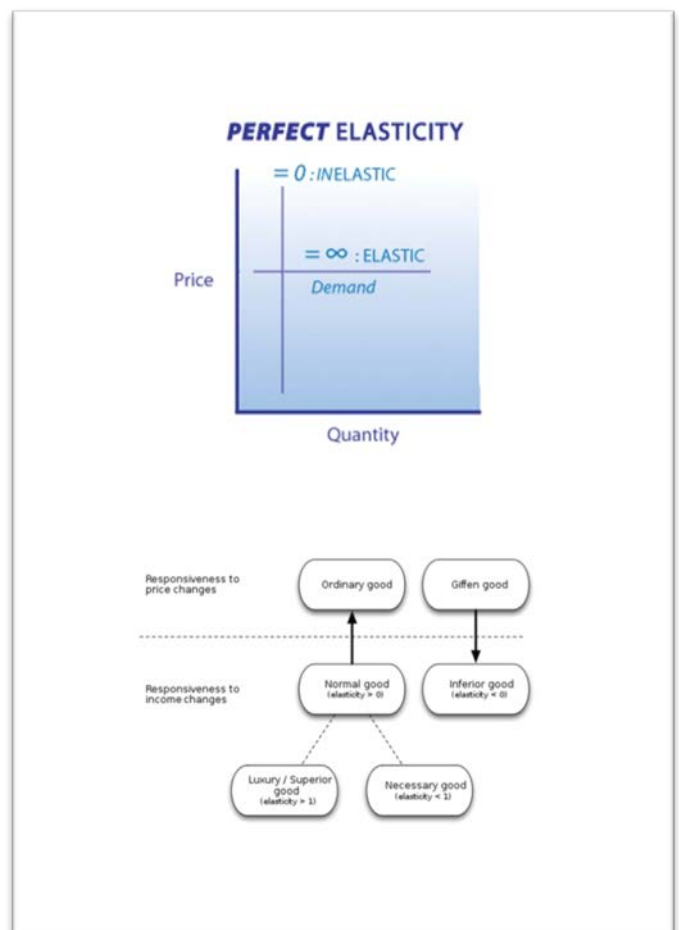
- Item: Rice
Elasticity: $E_p < 1$ (highly inelastic)
Reason: Even with a large change in price, there is a small change in demand, as rice is a necessity in most households.



- Item: Book
Elasticity: $E_p > 1$ (highly elastic)
Reason: Even with a small change in price, there is a large change in demand, as books are not a necessity (except for students).




- Item: Tomatoes
Elasticity: $E_p > 1$ (highly elastic)
Reason: The demand changes greatly, with a small change in price, as the usage of tomatoes can be deferred or reduced, as it is not a necessity.

Commercial Applications



**SELLING IS MARKETING
BUT MARKETING
IS NOT SELLING**



your deposits
Grow Safely



COMMERCIAL APPLICATIONS

I. Group Work – On a visit to the production department of an organisation, observe and study the different functions/processes being performed and make a case study of your observations.

1. Learning Objectives

- To help students attain a fair idea of the functioning that is typical of any production department of an organization.
- To help students understand the process of manufacturing a product.
- To develop an understanding of the various components required to produce the final good.
- To provide an idea of factory accounts - laying stress on excise requirements.
- To develop the ability to form a comprehensive questionnaire.
- To develop skills in locating relevant material from various sources and collating it in a coherent manner.

2. Learning Outcomes

On completion of the assignment, the students should be able to:

- identify the different steps/processes involved in manufacturing a product.
- understand the concept of segregating the cost element involved in the different stages of production.
- understand the inter relationship of various departments in an organization.
- understand what is meant by taxes like excise duty and the need for maintenance of stipulated excise records.
- frame a comprehensive questionnaire.

3. Methodology

- Discuss the assignment with students in order to give them a clear idea on the aspects/ matters they need to understand.
- A prior appointment with the production department of a manufacturing organization can be fixed to facilitate students in their assignment.
- Help students in preparing a questionnaire.
- Provide students with a list of reference books.
- Explain that the evaluation is based on multiple criteria.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Procedure/Preparation	2
Product	
Content	4
Organization	2
Presentation	2
Total	10

5. Support Required

- Letters of authority from the school for students to be given access and all possible assistance.
- Prior appointment with the concerned personnel
- Xerox facility
- Access to library or reference books / Internet



II. Study any functional strategy of a small/medium/large scale organization with reference to its Marketing, Finance, HR, Production and Purchase Department. Identify the problems in the existing strategy.

1. Learning Objectives

- To develop an understanding of different functional activities.
- To enable students to differentiate between large scale, medium scale and small-scale industries.
- To use analytical skills to understand the strategies of an organization.
- To develop skills in analysing problems of the existing strategies.
- To develop an understanding of the problems related to commercial organizations in India.

2. Learning Outcomes

On completion of this assignment students should be able to:

- understand different functional areas.
- appreciate inter-dependence between different functional areas.
- list the problems that they perceive in the existing strategies of marketing, finance, human resource, production and purchase.
- identify some of the problems associated with working of firms.
- organise and compile material and present information in an interesting manner.

3. Methodology

- Discuss the assignment with students.
- Explain that the evaluation is based on multiple criteria.
- Guide students regarding sources of reference materials.
- Encourage students to discuss their queries.
- Ask students to submit a list of references.

Suggestion:

The students may be divided into groups and each group can study the strategies of a different department.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting research	2
Product	
Content	4
Organisation of matter	2
Presentation of matter	2
Total	10

5. Support Required

- Letters from school authorities for students to gain easy entry and all extended support.
- Prior appointment with the concerned personnel
- Access to books/newspapers/ business magazines, internet

III. Success in business is attributed to effective communication skills. Enact a play showing growing communication needs in the current competitive scenario. Depict the possible problems that usually arise due to lack of sound communication skills.

1. Learning Objectives

- To enable students to appreciate good communication.
- To help students identify barriers to communication.
- To develop the ability to relate theory with real life.
- To develop the ability to work in and as a team.

Suggestion:

Students may also study different tools of communication used in various organisations.

2. Learning Outcomes

On completion of this assignment, students should be able to:

- Acknowledge the importance of good communication.
- understand problems emanating due to poor communication.
- prepare a script for a play.
- appreciate the importance of team work.

3. Methodology

- Discuss various plots of a play for the particular theme under consideration.
- Help students in development of the plot for the play.
- Guide students regarding the script to ensure that all the relevant points are covered.
- Explain that the evaluation is based on multiple criteria.
- Encourage students to discuss their queries.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Content	4
Individual performances (on the basis of level of involvement in the project)	4
Understanding (based on questions asked in class)	2
Total	10

IV. Analyse the Balance Sheet of a Company listed on the Mumbai Stock Exchange. Define the basic accounting terminologies, such as, capital, liabilities, assets (fixed and current), debts, loans, revenue, expenditure, etc.

1. Learning Objectives

- To develop the ability to read a balance sheet along with schedules.
- To develop the ability to collate information from various sources.

2. Learning Outcomes

On completion of this assignment students should be able to:

- understand the balance sheet prepared by commercial organizations.
- Comprehend the meaning of basic accounting terminologies.

3. Methodology

- Discuss the assignment with students.
- Explain that the evaluation is based on multiple criteria.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting research	2
Product	
Content	4
Organisation of matter	2
Presentation of matter	2
Total	10

5. Support Required

- Addresses of the firms for students to visit
- Letters of authority from the school for students to gain easy entry to concerned institutions after prior appointments have been fixed.
- Xerox facility / Internet

V. As an upcoming Entrepreneur design a marketing strategy for the launch of a new hair shampoo / deodorant in the price range of ₹ 150 – 200 primarily aimed at the market segment catering to the Youth of today.

1. Learning Objectives

- To develop an understanding of marketing.
- To enable students to differentiate between sales and marketing.
- To help students understand problems related to marketing in India.
- To develop analytical skills through critically analysing existing marketing strategies, understanding future strategies.
- To develop skills in designing a marketing plan.

2. Learning Outcomes

On completion of this assignment students should be able to:

- understand the concepts of marketing strategy.
- identify some of the problems associated with marketing strategies of firms.
- understand some of the weaknesses of existing marketing tools used by firms.
- design a marketing plan for the launch of a new hair shampoo / deodorant

3. Methodology

- Discuss the assignment with students.
- Encourage students to frame questions in class.
- Explain that the evaluation is based on multiple criteria.
- Guide students in locating sources for all reference material.
- Students to submit a list of references used.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Content	4
Design	2
Creativity and imagination	2
Presentation	2
Total	10

5. Support required

- Access to books/ magazines/ library/Internet
- Xerox facility

VI. The Internet revolution has facilitated the evolvement of new marketing strategies. Prepare a report on the latest forms of marketing i.e. e-marketing (Online shopping) tele-marketing (marketing through phones), home-shopping (catalogues etc.), direct marketing etc. Give an account of their significance in present day context and their impact on the coming future.

1. Learning Objectives

- To develop an understanding of markets and marketing.
- To critically analyse existing markets.
- To use analytical skills to understand future marketing strategies.
- To understand problems related to marketing in India.
- To develop the ability to collate information from various sources.

2. Learning Outcomes

On completion of this assignment students should be able to:

- understand the working of markets.
- identify some of the problems associated with marketing strategies of firms.
- understand weaknesses of existing markets and marketing tools used by firms.
- compare previous marketing strategies with the present day strategies.
- understand the relevance of emerging marketing strategies for future.

3. Methodology

- Discuss the assignment with students.
- Explain that the evaluation is based on multiple criteria.
- Guide students regarding sources of reference materials/libraries.
- Students to submit a list of references.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Content	4
Organization	2
Presentation	2
Understanding	2
Total	10

5. Support Required

- Access to books/library / Internet
- Xerox facility

VII. Study the marketing strategies of a Company providing Telecommunication services and a Manufacturing Company such as health foods. Make a comparative chart that highlights the differences and similarities in both strategies. Give reasons for the differences in the strategies adopted.

1. Learning Objectives

- To develop an understanding of marketing.
- To enable students to differentiate between marketing of a service and a product.
- To help students critically analyse existing marketing strategies.
- To develop the ability to collate information from various sources.
- To help students use analytical skills to understand future marketing strategies.
- To understand problems related to marketing in India

2. Learning Outcomes

On completion of this assignment students should be able to:

- understand the different types of marketing strategies used by service firms and manufacturing firms.
- identify some of the problems associated with marketing strategies of firms.
- understand some of the weaknesses of existing marketing tools used by firms.
- become aware of the need for different marketing strategies adopted by service/ manufacturing firms.

3. Methodology

- Discuss the assignment with students.
- Explain that the evaluation is based on multiple criteria.
- Guide students regarding sources of reference materials/libraries.
- Students to submit a list of references.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Content	4
Analysis	2
Organisation of matter	2
Presentation	2
Total	10

5. Support Required

- Access to books/libraries/magazines/newspapers/ Internet.

VIII. Study and analyse the advertising campaigns of five different product brands in any one media (print, television, audio, and internet) of the FMCG (fast moving consumer goods) for reference only: Samsung mobiles, HP Laptop computers, Sony TVs, Coca Cola soft drinks, Cadbury chocolates etc. and make a critical evaluation. Write the themes of the advertisements taken.

1. Learning Objectives

- To develop an understanding of advertising concepts.
- To help students critically analyse existing advertisements and advertising strategies.
- To develop the ability to analyse and differentiate between different advertisements pertaining to the same media.
- To develop the ability to critically analyse a particular advertisement.
- To develop the ability to write in clear and grammatically correct English.
- To develop skills in understanding the theme of an advertisement.

2. Learning Outcomes

On completion of this assignment students should be able to:

- understand the need for advertising.
- understand how advertising varies according to the type of media used.
- identify some of the problems associated with effective advertising strategies of firms.
- understand some of the weaknesses of existing advertising tools used by firms.
- understand the theme of each advertisement analysed.
- realise that advertisements of FMCGs also vary in the same media.

3. Methodology

- Discuss the assignment with students.
- Provide a list of medias with their usage.
- Students may select different advertisements for their projects.
- Ensure all forms of media are covered.
- Explain that the evaluation is based on multiple criteria.
- Guide students regarding sources of reference materials.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting the research	2
Product	
Content	3
Organisation of matter	2
Presentation	2
Theme	1
Total	10

5. Support Required

- Access to books
- Xerox facility
- Internet



IX. Visit a local business enterprise and study its annual financial report (balance sheet and profit and loss account). Prepare a report on its financial status.

1. Learning Objectives

- To develop an understanding of annual financial reports.
- To get a practical experience of how financial accounts are actually maintained in a company.
- To develop the ability to collate information from various sources.

2. Learning Outcomes

On completion of this assignment students should be able to:

- read financial statements.
- identify some of the problems stated in the annual reports.
- comment on the financial health of the company with proper justification.

3. Methodology

- Discuss the assignment with students.
- Explain the evaluation criteria.
- Suggest names of the companies that the students can visit for the assignment.
- Extend all needed support and guidance.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Content	4
Accuracy	2
Analysis	2
Organisation of matter	2
Total	10

5. Support Required

- Addresses of companies for the students to visit
- Letters of authority from the school for students to gain easy access and all extended support.
- Prior appointment with the concerned personnel
- Xerox facility

X. Group Work - Study the working of the branch office of any Nationalised Bank such as Punjab National Bank, SBI or Union Bank of India, and make a report of your observations about their banking services and facilities.

1. Learning Objectives

- To develop an understanding of the banking sector operating in India.
- To expose students to the various activities of a commercial bank.
- To help students critically analyse existing banking operations.
- To develop the ability to differentiate between commercial banks and other banks.
- To develop skills in acquiring the needful information from the relevant person of the bank.

2. Learning Outcomes

On completion of this assignment students should be able to:

- understand the functioning of a banking institution.
- identify some of the problems associated with banks in India.
- understand weaknesses of existing operations in Nationalised banks in India.

3. Methodology

- Discuss the assignment with students and give them a clear indication of aspects that they need to cover in the assignment.
- Explain that the evaluation is based on multiple criteria.
- Encourage students to discuss their queries.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Process	
Manner of conducting research	2
Product	
Content	4
Analysis	2
Organisation of matter	1
Presentation	1
Total	10

5. Support Required

- Letters of authority from the school for students to gain an easy entry and sufficient help
- Prior appointment with the concerned personnel
- Xerox facility

XI. Group Work – Visit a firm dealing in Information Technology services (Software services / hardware products) and prepare a report on their Human Resource development policies.

1. Learning Objectives

- To develop an understanding of Human Resource development policies.
- To enable students to familiarise themselves with various activities undertaken in an IT firm.
- To develop the ability to critically analyse existing HR operations.

2. Learning Outcomes

On completion of this assignment, students should be able to:

- appreciate the importance of human resource development.
- understand the working of the IT sector and the importance of personnel management.
- identify some of the problems associated with carrying out good HR practices in India.
- organise and present the information collected effectively.

3. Methodology

- Discuss the assignment with students.
- Explain that the evaluation is based on multiple criteria.
- Suggest names of IT firms that students can visit for the assignment.
- Students to submit a list of references.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Content	4
Analysis	2
Organisation of matter	2
Presentation	2
Total	10

5. Support Required

- Access to books/ library/ Internet
- Addresses of firms that the students can visit
- Letters of authority from the school for students to gain easy access and all extended cooperation.
- Prior appointment with the concerned personnel

XII. “Public Relations are a key to many a success in the Corporate Sector”. Prepare a report on the working of a Public Relations department of an upcoming -firm operating in financial investment services.

1. Learning Objectives

- To develop an understanding of the role of a Public Relations department in an organisation.
- To enable students to understand the working of a media firm.
- To critically analyse existing PR functions.
- To develop the ability to collate information from various sources.

2. Learning Outcomes

On completion of this assignment students should be able to:

- understand the concepts of Public Relations.
- identify some of the problems associated with Public Relations operations in India.
- understand weaknesses of existing Public Relations operations in Indian financial investment firms.

3. Methodology

- Discuss the assignment with students.
- Explain that the evaluation is based on multiple criteria.
- Suggest names of firms that students may visit for the assignment.
- Students to submit a list of references.


4. Evaluation

Evaluation Criteria	Distribution of Marks
Content	4
Analysis	2
Organisation of matter	2
Presentation	2
Total	10

5. Support Required

- Access to books/ library/ Internet
- Addresses of firms that students can visit
- Letters of authority from the school for students to gain easy entry and be assisted in the completion of their assignment.
- Prior appointment with the concerned personnel

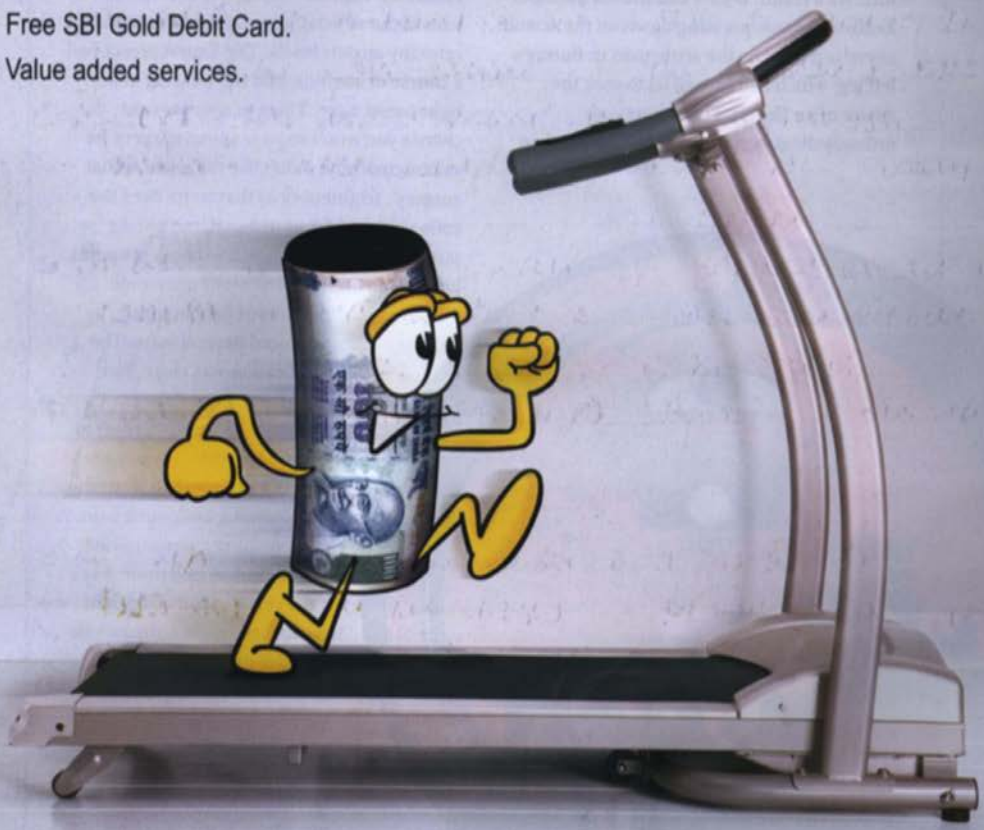
BANKING SYSTEM IN INDIA



MAKE YOUR MONEY WORK HARDER.

With State Bank Premium Savings Account.

- Available at all CBS branches.
- Auto sweep facility.
- Unlimited number of debits.
- Free SBI Gold Debit Card.
- Value added services.



details, please visit us at www.sbi.co.in or visit our nearest branch or call 1800 11 22 11 Toll Free.

WATER PUBLICATIONS-09

EXPERIMENT: No. ☐ ☒ PAGE No. **2**
DATE:

BANKING

Banks have traditionally been distinguished according to their primary functions. Commercial banks, which include national and state-chartered banks, trust companies, stock saving banks, and industrial banks, have traditionally rendered a wide range of services in addition to their primary functions of making loans and investments and handling demand as well as savings and other time deposits and offered limited types of loans and investments in accordance with changes in reserves requirements further differentiated them from mutual savings banks, where the volume of loans and investments was governed by changes in customers' deposits. Membership in the Federal Deposit Insurance Corporation is compulsory for all Federal Reserve member banks but optional for other banks.

DEFINITION

The banker's business is to take the debts of other people to offer his own in exchange and thereby create money.

Teacher's Sign: _____

EXPERIMENT: No. ☐ ☒ PAGE No. **9**
DATE:

ADVANTAGES OF OPENING A BANK ACCOUNT

- A person can keep his savings safe and risk free through a bank account.
- * A bank account encourages thrift and habit of saving.
- * The account holder can make payments by means of cheques. The payments can be made easily, cheaply and safely.
- * Payments of cheques and bills can be collected.
- * The account holder can easily collect dividend and interest on his securities by giving standing instructions to the bank.
- * The account of bank transactions can be used as a legal evidence wherever necessary.
- The account holder can buy and sell shares, debentures and government securities through his bank.
- * Businessman can obtain funds in the form of loans, overdrafts, cash credit and bills discounting from the bank.

Teacher's Sign: _____

EXPERIMENT: No. ☐ ☒ PAGE No. **3**
DATE:

TYPES OF BANKS

The main types of banks are given below:

- (1) **Central Bank**: A central bank is the apex bank which supervises and controls the entire banking system of a country. It regulates money and credit in a country with close cooperation of the government. Its purpose is not to earn profits but to serve the country.
- (2) **Commercial Banks**: A commercial bank is an institution which accepts deposits of money from the public and provides loans and advances to businessmen and others. In India, commercial banks are of three types -
 - (a) public sector banks which are owned by the government
 - (b) private sector banks which are owned by private businessmen
 - (c) foreign banks
- (3) **Industrial Banks**: Industrial banks are the banks which provide long-term finance to industries. These banks also offer technical and managerial assistance.

Teacher's Sign: _____

EXPERIMENT: No. ☐ ☒ PAGE No. **4**
DATE:

- (4) **Merchant Banks**: These banks perform merchant banking functions such as underwriting of securities. They serve as issue houses, brokers etc. for companies which issue shares and debentures.
- (5) **Exchange Banks**: Exchange banks are a type of commercial banks. Their main function is financing of foreign trade. They are also called foreign exchange banks. These banks also render certain services such as collecting and supplying information about the foreign customers.
- (6) **Agricultural Banks**: These banks provide long-term finance to agricultural sector. They are also known as land mortgage banks because loans are granted generally against mortgage of agricultural land.
- (7) **Cooperative Banks**: Cooperative banks are the banks which are organised on the principles of cooperation. They are setup as cooperative societies.
- (8) **Savings Banks**: These banks only accept deposits and do not grant loans.
- (9) **Indigenous Banks**: They advance loans and discount hundies. But they charge interest.

Teacher's Sign: _____

EXPERIMENT : No. PAGE NO. 10
DATE

TYPES OF BANK DEPOSIT ACCOUNTS

BASIS OF DIFFERENCE	FIXED OR TIME DEPOSIT ACCOUNT	SAVINGS DEPOSIT ACCOUNT	CURRENT DEPOSIT	RECURRING DEPOSIT
To earn interest	To cultivate habit of saving and thrift	To provide facilities to businessmen to deposit or withdraw money	To accumulate small savings	
Deposits are made for a fixed period	No fixed period for deposits	It is an open and a running account for which there is no fixed period for deposits	One year to five years	
The deposit in this account is only at one time	Deposits can be made any number of times in this account	There is no restriction on withdrawals and deposits	Every month	
High rate	Low rate	No interest, but a bank charge	Low rate	
On maturity date	Restrictions on number of withdrawals	No restriction on number of withdrawals	On maturity date	
Cheque facility is not given	Cheques are generally used for withdrawals but not for deposits	Cheques are commonly used for withdrawals from this account	Cheque facility is not allowed	

Teacher's Sign.

OPEN UNION CLASSIC CURRENT ACCOUNT AND WATCH YOUR BUSINESS BLOSSOM

Free International Debit/Credit Card Free Fund Transfer Free Cheque Collection
 Telebanking Free Anywhere Banking Free Multi City Cheque
 e-Banking Auto Sweep Concessional RTGS Free Cash Management Services

And many more exciting benefits like:

- Credit Facility at competitive rates • Concessional LC/LG issuance
- Instant Debit Card • Online Share Trading • Online Railway Booking • Online Airway Booking • e-payment of Income Tax, Service Tax, Excise & Customs Duty

To know more, please walk in to our nearest branch.

www.unionbankofindia.com

यूनिऑन बैंक ऑफ इंडिया
आपके साथ, आपकी सेवा

Union Bank of India
Send people to bank with

POINT OF DIFFERENCE	CENTRAL BANK	COMMERCIAL BANK
1. Status	It is the apex institution of the country's monetary and banking structure	It is one of the organs of the money market
2. Ownership	It is owned by the government	It is owned by shareholders
3. Objective	It is a non-profit institution	It is a profit making institution
4. Customers	It is a banker to the government	It is a banker to the general public
5. Issue of notes	It has the monopoly of note issue	It cannot issue notes but only cheques
6. Credit Control	It controls credit according to the country's needs	It creates credit to meet the needs of business
7. Number	Every has only one central bank	There are several commercial banks in a country
8. Foreign Exchange	It is the custodian of the country's foreign currency reserves	It is the dealer in foreign currencies
9. Designation of the chief executive	Its chief is called "Governor"	Its chief executive is called "Chairman"

State Bank of India Pure Banking. Nothing else.
With you - all the way

We could give you a thousand reasons to bank with us.

One good reason is 9500 plus State Bank branches.

With an additional 4620 branches of the Group, we've got India covered. Across the country, in every state, in every city, in every town, you'll find a State Bank branch at your service.
 Visit us at www.sbi.co.in

Computer Applications



COMPUTER APPLICATIONS

I. Prepare a power point presentation on “The Natural wonders of the World”. The information and pictures can be obtained from the internet or encyclopaedia..

1. Learning Objectives

- To develop the ability to use different packages.
- To teach students how to prepare slides for a presentation.
- To develop skills in locating relevant information from books/ Internet.
- Enhance skills in making an informative and interesting presentation.

2. Learning Outcomes

On completion of the assignment the students should be able to:

- create a presentation on a given topic.
- use different multimedia tools to prepare a presentation.
- display the prepared presentation.

3. Methodology

- Discuss the assignment with students.
- Encourage students to participate in class and discuss their queries.
- Explain the uses of multimedia and the purpose of doing this project.
- Encourage students to be creative.
- Ask students to submit a list of references.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Analysis	2.5
Design	2.5
Execution	2.5
Effectiveness	2.5
Total	10

5. Support Required

- Software used – a word processor, a spreadsheet, a presentation package, a drawing package. The most recent versions should be made available
- Relevant books for subject matter
- Graphics and motion pictures from clip-art gallery and encyclopaedia
- Internet facility

II. Make a presentation on the functioning of the main components of a Personal Computer and briefly explain their inter functional relationship and connectivity.

1. Learning Objectives

- To develop the basic knowledge about Computer hardware and its functions.
- To understand the process of each component in a computer.
- To enhance the capability of the learner to know about semiconductors used in electronic components.
- To widen the students' knowledge about the functioning of the motherboard and other memory devices.
- To develop the ability to handle wires, ports and cables.
- To develop the ability to design a presentation.

2. Learning Outcomes

On completion of the assignment students should be able to:

- identify and analyse the functions of different hardware components.
- explain the functions of different input and output devices.
- create a slide layout and transition by working with graphics embedding, audio and video.

3. Methodology

- Encourage students to discuss the assignment with a hardware engineer to get detailed information, regarding the given assignment.
- Help students get access to reference books, libraries, web sites, scientific journals and articles.
- Provide students with demonstrations.
- Provide students with a list of hardware components to analyse.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Analysis	2.5
Design	2.5
Execution	2.5
Effectiveness	2.5
Total	10

5. Support Required

- Access to a library - journals and articles
- Books and printouts
- Internet facility
- Resource persons
- A presentation package

III. Develop a program for the following:

Cars ply on a toll road and pay ₹ 50/- as the fee at the toll booth. Most drivers comply, but sometimes a vehicle goes by without payment. The tollbooth keeps track of the number of cars that have gone by and of the total amount of money collected.

Model this tollbooth with a class called tollbooth. The two data items are integers to hold the total number of cars, and a type double to hold the total amount of money collected. A constructor initializes both these to 0. A function called paying car () increments the car total and adds ₹ 50/- to the cash total. Another function called nopaycar (), increments the car total. Finally, a function called display (), displays the two totals.

Include a program to test this class. This program should allow the user to push one key to count a paying car and another to count a non-paying car. Pushing the ESC key should cause the program to print out the total cars and total cash and then exit.

1. Learning Objectives

- To learn to develop an application software.
- To understand classes and objects.
- To learn the use of classes as abstraction for sets of objects.
- To make use of a default constructor.

2. Learning Outcomes

On completion of the assignment students should be able to:

- define or specify a class.
- understand the basic features of Object Oriented Programming.

3. Methodology

- Discuss the concepts of Object Oriented Programming.
- Discuss classes and objects.
- Discuss all possible ways of specifying the class tollbooth.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Class design	2.5
Algorithm design	2.5
Coding and documentation	2.5
Execution	2.5
Total	10

5. Support Required

- Provide a good user interface, BlueJ with jdk 1.3 (or later) as the base
- Printer.

IV. Write a program to develop a calculator that performs all basic operations of mathematical instructions of addition, subtraction, multiplication and division and find the remainder depending on the user's choice.

1. Learning Objectives

- To familiarise students with all sorts of calculations that can be performed by a business calculator.
- To develop an understanding of the requirements of various businessmen in terms of their business calculations.
- To develop the ability to choose class(es) and to use the concept of encapsulation according to the requirement of the system.

2. Learning Outcomes

On completion of this project, students should be able to:

- develop an efficient algorithm to go about the coding by analysing the system.
- develop an idea of encapsulation.
- use the user-defined functions appropriately.

3. Methodology

- Consult a few businessmen to understand their requirements.
- Suggest that a suitable algorithm should be developed to go about the code.
- Ensure that the project is user friendly and menu driven to carry out every single operation.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Class design	2.5
Algorithm design	2.5
Coding and documentation	2.5
Execution	2.5
Total	10

5. Support Required

- Software requirement: BlueJ environment with jdk 1.3 as the Base (as specified in the syllabus)
- Hardware requirement: Intel Pentium duo core processor or above with at least 2GB RAM

V. Develop a programme to computerize the accounting system of a bank. that handles day to day banking operations and services related to withdrawal and deposit of cash, opening of new accounts and other specialised services offered.

1. Learning Objectives

- To widen the students' knowledge of bank transactions.
- To develop skills in making a questionnaire to understand the requirements of various banks.
- To develop the ability to choose class(es) and to use the concept of encapsulation according to the requirement of the system.

2. Learning Outcomes

On completion of this project, students should be able to:

- develop an efficient algorithm to go about coding by analysing the system.
- develop the idea of encapsulation.
- use the functions appropriately.

3. Methodology

- Discuss the assignment with students.
- Ask students to visit at least two banks to understand the working procedures.
- Help students in preparing a good comprehensive questionnaire.
- The requirements having been understood, a suitable algorithm should be developed to go about the code.
- Advise students to make the project user friendly.

Students may also prepare programs for -

1. *A computerized hotel management system, which can make day to day functioning in a hotel to manage its rooms and customers easier. This project should be able to handle databases that store details of the rooms and guests at the hotel.*
2. *A simple railway reservation system. Name of train, number, date, class, name of person, destination, etc should be mentioned for the database.*

4. Evaluation

Evaluation Criteria	Distribution of Marks
Class design	2.5
Algorithm design	2.5
Coding and documentation	2.5
Execution	2.5
Total	10

5. Support Required

- Addresses and prior appointments with bank personnel
- Letters from the school for the students to gain entry
- Software requirement: BlueJ environment with jdk 1.3 as the Base
- Hardware requirement: Intel Pentium duo core processor or above with at least 2GB RAM

VI. On an internet connection, start a browser and a search engine and perform search on any topic of your interest say sports, films, science, etc. Copy and make the necessary changes according to your needs. Send the edited version to your friend via E-mail.

1. Learning Objectives

- To increase the level of interest among students towards using the internet for searching for required information.
- To develop the ability to use the internet to access information.
- To teach students how to send e-mails.
- To widen the students' knowledge on good search engines.

2. Learning Outputs

On completion of the assignment students should be able to:

- use search engines to access information.
- create an e-mail ID.
- send e-mails.
- take printouts and use a pen drive.
- gain knowledge on different subjects using the internet.

3. Methodology

- Discuss the assignment with students.
- Ask each student to perform search on a different topic. Various search engines can be used.
- Explain that the evaluation is based on multiple criteria.
- Give students knowledge about other browsers.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Analysis	2.5
Design	2.5
Execution	2.5
Effectiveness	2.5
Total	10

5. Support Required

- Internet connection.

VII. Make a presentation on your school, highlighting its infrastructural facilities and other key features or benefits it offers in order to encourage potential students to join your school.

1. Learning Objectives

- To create an interest in the use of computers.
- To enhance the use of presentation softwares.
- To develop the ability to use multimedia to make the presentation more attractive.
- To enhance skills in art and graphics.
- To develop the ability to make presentations.

2. Learning Outcomes

On completion of the assignment students should be able to:

- use presentation softwares.
- make presentations according to the requirements of a topic.
- think creatively.

3. Methodology

- Discuss the assignment with students.
- Encourage students to select different ways of presenting the information.
- Provide students with relevant information regarding the school.
- Explain that the evaluation process is based on multiple criteria.
- Encourage students to discuss their queries.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Analysis	2.5
Design	2.5
Execution	2.5
Effectiveness	2.5
Total	10

5. Support Required

- Operational system
- Latest presentation software

VIII. Assist your class teacher in preparing a mark sheet for the tabulation of the half yearly examinations of your class. Total and percentage marks

obtained by each student needs to be calculated. Students' marks are calculated out of 100.

(i) Prepare a spreadsheet.

(ii) Suppose marks of two students were entered incorrectly. One of them was entered as 37 instead of 73 and the other was entered as 69 instead of 96. Edit the spread sheet and notice the changes in the spreadsheet.

1. Learning Objectives

- To enhance the ability to create and save a spreadsheet.
- To develop skills in planning the layout of the spreadsheet.
- To develop the ability to work with formulae and to use relative referencing.
- To develop the ability to edit a spreadsheet.
- To enable students to work on and format a spreadsheet.
- To develop the ability to use ranges.

2. Learning Outcomes

On completion of the assignment students should be able to:

- understand and use a spread sheet.
- organise and sort data effectively.
- create, save and open spreadsheets.
- edit a spreadsheet.
- appreciate the power of automatic recalculation.

3. Methodology

- Discuss the assignment with students.
- Explain the concept of spreadsheet along with its uses.
- Stress that the spreadsheet should have a proper format, like headings, etc.
- Explain the use of formatting.
- Encourage students to discover other possible uses of spreadsheets.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Analysis	2.5
Design	2.5
Execution	2.5
Effectiveness	2.5
Total	10

5. Support Required

- A good user interface and a spreadsheet package
- Printer

IX. With the help of mail merge, design a letter inviting short-listed candidates for an interview for the post of a computer teacher in your school.

1. Learning Objectives

- To develop knowledge of a word processing software.
- To enhance the students' knowledge of computers.
- To increase knowledge about creating database files.
- To develop the short-cut method of sending the same letter to more than one person.
- To improve letter writing skills.

2. Learning Outcomes

On completion of assignments students should be able to:

- use the print preview option.
- merge the word database with the letters.
- use mail merge technique for other purposes.

3. Methodology

- Discuss the assignment with students and give them a clear indication of aspects that they need to cover in the assignment.
- Encourage students to select different types of database for mail merging purposes.
- Explain the importance of mail merging.
- Encourage students to discuss their queries.
- Explain that the evaluation procedure is based on multiple criteria.

4. Evaluation

Evaluation Criteria	Distribution of Marks
Analysis	2.5
Design	2.5
Execution	2.5
Effectiveness	2.5
Total	10

5. Support Required

- Operating System
- Word processing software

To find the net salary with the house rent allowance and dearness allowance of an employee using functions:

```
import java.io.*;
class Employee
{
    String name;
    double bs,nsal;
    void input() throws IOException
    {
        BufferedReader br=new
        BufferedReader(new
        InputStreamReader(System.in));
        System.out.println("Enter employee name");
        String name=br.readLine();
        System.out.println("enter basic salary");
        bs=Double.parseDouble(br.readLine());
    }
    void calcsal()
    {
```

```
        double da=40.0/100*bs;
        double hra=25.0/100*bs;
        nsal =bs+da+hra;
    }
    void print()
    {
        System.out.println("Employee name"+name);
        System.out.println("Basic salary"+bs);
        System.out.println("net salary"+nsal);
    }
    public static void main(String args[]) throws
    IOException
    {
        Employee obj=new Employee();
        obj.input();
        obj.calcsal();
        obj.print();
    }
}
```

Input:

Enter employee name:

Simran

Enter basic salary:

45000

Output:

Employee name: Simran

Basic salary45000.0

net salary74250.0

VARIABLE DESCRIPTION

Variable	Type	Purpose
bs	double	to input basic salary
da	double	to store dearness allowance
hra	double	to store house rent allowance
nsal	int	to store net salary
name	String	to input employee name

To print the sum of factorial of each digit using functions:

```
import java.io.*;
class Factorial
{
    int sum(int n)
    {
        int d,s=0,f;
        while(n!=0)
        {
            d=n%10;
            n=n/10;
            f=1;
            for(int i=1;i<=d;i++)
            {
                f=f*i;
            }
            s=s+f;
        }
    }
}
```

```
return s;
}
public static void main (String args[])
throws IOException
{
    Factorial obj=new Factorial();
    BufferedReader br=new
    BufferedReader(new
    InputStreamReader(System.in));
    int n,a;
    System.out.println("enter the number");
    n=Integer.parseInt(br.readLine());
    a=obj.sum(n);
    System.out.println("sum = "+a);
}
}
```

Input:

Enter the number
25

Output:

Sum = 122

VARIABLE DESCRIPTION

Variable	Type	Purpose
n	int	to input a number
d	int	to store number in another variable
s	int	initialized to zero
f	int	to find factorial of the given number


```
// SAMPLE PROJECT FINAL
// On shopping at Papa Johns
import java.io.*;
import java.util.*;
class Papa_Johns_Project_1{
String items[]=new String[100];int cost []=new int[100];int number[]=new int[100];int quantity[] =new int[100];
String options[]=new String[17];
static int c,c1,c2;
int i,loop,s,total,a,ch1,ch1;
char character;
double discount,total1;
String name,choose;
Scanner br=new Scanner(System.in);
void pizza(){
do{
System.out.println("*****");
System.out.println("*****");
System.out.println("~~~~~WELCOME TO PAPA JOHN'S~~~~~");
System.out.println("*****");
System.out.println("*****");
System.out.println("Enter Your choice      ");
System.out.println("1 BEVERAGES              ");
System.out.println("2 APPETIZERS             ");
System.out.println("3 SOUPS AND SALADS       ");
System.out.println("4 PASTAS                  ");
System.out.println("5 THIN CRUST PIZZAS      ");
System.out.println("6 CHEESY BYTES           ");
System.out.println("7 ALL TIME FAVOURITE PIZZAS");
ch=br.nextInt();
switch(ch){
case 1://Beverages
do{c=c+1;
System.out.println("The items available are      which costs");
for(i=1;i<=27;i++)
System.out.println(items[i]+"*"+cost[i]);
System.out.println("Enter the serial no. of the beverage you would like to order");
number [c]=br.nextInt();
if(number[c]>=1&&number[c]<=27){
System.out.println("Enter the number of beverages you would like to order");
quantity[c]=br.nextInt();
}
else{
System.out.println("You have chosen an invalid option");
number[c]=0;c=c-1;
}
System.out.println("Enter 'yes ' if you would like to order for more beverages");
System.out.println("Enter any other word if you would like to quit the sub menu");
choose=br.next();}
```

```
while(choose.equalsIgnoreCase("yes"));break;
case 2:do{c=c+1;
System.out.println("1 VEGETARIAN ");
System.out.println("2 NON VEGETARIAN");
ch=br.nextInt();
if(ch==1){
System.out.println("The items available are      which costs");
for(i=28;i<40;i++)
System.out.println(items[i]+"*"+cost[i]);
System.out.println("Enter the serial no. of the appetizer you would like to order");
number [c]=br.nextInt();
if(number[c]>=28&&number[c]<40){
System.out.println("Enter the number of appetizers you would like to order");
quantity[c]=br.nextInt();}else{
System.out.println("You have chosen an invalid option");
number[c]=0;c=c-1;}}
else if(ch==2){
System.out.println("The items available are      which costs");
for(i=41;i<=46;i++)
System.out.println(items[i]+"*"+cost[i]);
System.out.println("Enter the serial no. of the appetizer you would like to order");
number [c]=br.nextInt();
if(number[c]>=41&&number[c]<=46){
System.out.println("Enter the number of appetizers you would like to order");
quantity[c]=br.nextInt();}else{
System.out.println("You have chosen an Invalid Option");
number[c]=0;c=c-1;}}else if(ch!=0){
System.out.println("You have selected an Invalid Option");c=c-1;}
System.out.println("Enter 'yes ' if you would like to order for more appetizers");
System.out.println("Enter any other word if you would like to quit the sub menu");
choose=br.next();}
while(choose.equalsIgnoreCase("yes"));
break;case 3:do{
c=c+1;
System.out.println("1 VEGETARIAN SOUPS");
System.out.println("2 VEGETARIAN SALADS");
System.out.println("3 NON VEG SOUPS");
System.out.println("4 NON VEG SALADS");
ch=br.nextInt();
if(ch==1){System.out.println("The items available Are      which costs");
for(i=46;i<=48;i++)
System.out.println(items[i]+"*"+cost[i]);
System.out.println("Enter the serial no. of the soup or salad you would like to order");
number [c]=br.nextInt();
if(number[c]>=46&&number[c]<=48){
System.out.println("Enter the number of soups and salads you would like to order");
```

```

quantity[c]=br.nextInt();else{
System.out.println("You have chosen an invalid option");
number[c]=0;c=c-1;}}else if(ch==2){
System.out.println("The items available Are          which costs");
for(i=49;i<=50;i++)
System.out.println(items[i]+"*"+cost[i]);
System.out.println("Enter the serial no. of the soup or salad you would like to order");
number [c]=br.nextInt();
if(number[c]>=49&&number[c]<=50){
System.out.println("Enter the number of soups and salads you would like to order");
quantity[c]=br.nextInt();}else{
System.out.println("You have chosen an invalid option");
number[c]=0;c=c-1;}}else if(ch==3){
System.out.println("The items available Are          which costs");
System.out.println(items[51]+"*"+cost[51]);
System.out.println("Enter the serial no. of the soup or salad you would like to order");
number [c]=br.nextInt();
if(number[c]==51){
System.out.println("Enter the number of soups and salads you would like to order");
quantity[c]=br.nextInt();}else{
System.out.println("You have chosen an invalid option");
number[c]=0;c=c-1;}}else if(ch==4){
System.out.println("The items available Are          which costs");
System.out.println(items[52]+"*"+cost[52]);
System.out.println("Enter the serial no. of the soup or salad you would like to order");
number [c]=br.nextInt();
if(number[c]==52){
System.out.println("Enter the number of soups and salads you would like to order");
quantity[c]=br.nextInt();}else{
System.out.println("You have chosen an invalid option");
number[c]=0;c=c-1;}}else if(ch==0){
System.out.println("You Have Selected An Invalid Option");c=c-1;
System.out.println("Enter ' yes ' if you would like to order for more soups and salads");
System.out.println("Enter any other word if you would like to quit the sub menu");
choose=br.next();
while(choose.equalsIgnoreCase("yes"));break;case 4:do{c=c+1;
System.out.println("The items available Are          which costs");
for(i=53;i<=57;i++)
System.out.println(items[i]+"*"+cost[i]);
System.out.println("Enter the serial no. of the pasta you would like to order");
number [c]=br.nextInt();
if(number[c]>=53&&number[c]<=57){
System.out.println("Enter the number of pastas you would like to order ");
quantity[c]=br.nextInt();}else{
System.out.println("You have chosen an invalid option");
number[c]=0;c=c-1;

```

```

System.out.println("Enter ' yes ' if you would like to order for more pastas");
System.out.println("Enter any other word if you would like to quit the sub menu");
choose=br.next();
while(choose.equalsIgnoreCase("yes"));break;case 5:do{c=c+1;
System.out.println("THIN CRUST PIZZA");
System.out.println("1  VEGETARIAN");
System.out.println("2  NON VEG");
ch=br.nextInt();
if(ch==1){System.out.println("The items available Are          which costs");
for(i=58;i<=61;i++)
System.out.println(items[i]+"*"+cost[i]);
System.out.println("Enter the serial no. of the thin crust pizza you would like to order ");
number [c]=br.nextInt();
if(number[c]>=58&&number[c]<=61{
System.out.println("Enter the number of thin crust pizzas you would like to order");
quantity[c]=br.nextInt();}else{
System.out.println("You have chosen an invalid option");
number[c]=0;c=c-1;}}
else if(ch==2){System.out.println("The items available Are          which costs");
for(i=62;i<=65;i++)
System.out.println(items[i]+"*"+cost[i]);
System.out.println("Enter the serial no. of the thin crust pizza you would like to order ");
number [c]=br.nextInt();
if(number[c]>=62&&number[c]<=65){
System.out.println("Enter the number of thin crust pizzas you would like to order");
quantity[c]=br.nextInt();}else{
System.out.println("You have chosen an invalid option");
number[c]=0;c=c-1;}}else if(ch==0){
System.out.println("You have selected An Invalid Option");c=c-1;
System.out.println("Enter ' yes ' if you would like to order for more thin crust pizzas");
System.out.println("Enter any other word if you would like to quit the sub menu");
choose=br.next();
while(choose.equalsIgnoreCase("yes"));break;case 6:do{c=c+1;
System.out.println("CHEESY BYTES");
System.out.println("1  VEGETARIAN");
System.out.println("2  NON VEGETARIAN");
ch=br.nextInt();if(ch==1){
System.out.println(" Items                      Small          Medium  ");
for(i=66;i<=69;i++)
System.out.println( items[i]+          "          "+cost[i]+"          "+cost[i]*2);
System.out.println("Enter the serial no. of the cheesy bytes you would like to order");
number [c]=br.nextInt();
if(number[c]>=66&&number[c]<=69){
System.out.println("Enter the size");
System.out.println("1 For small");
System.out.println("2 For Medium");

```

```

ch=br.nextInt();
if(ch>0&&ch<=2){
cost[number[c]]=cost[number[c]]*ch;
System.out.println("Accept the number of cheesy bytes you would like to order");
ch1=br.nextInt();
quantity[c]=ch1;if(quantity[c]<0){c=c-1;}else{
System.out.println("You have chosen an invalid option");
c=c-1;}else{System.out.println("You have chosen an invalid option");
number[c]=0;c=c-1;}else if(ch==2){
System.out.println(" Items          Small          Medium ");
for(i=70;i<=72;i++){
System.out.println(" Items[i]+          "+cost[i]+"          "+cost[i]*2);
System.out.println("Enter the serial no. of the cheesy bytes you would like to order");
number [c]=br.nextInt();
if(number[c]>=70&&number[c]<=72){
System.out.println("Enter the size");
System.out.println("1 For small");
System.out.println("2 For Medium");
ch=br.nextInt();if(ch>0&&ch<=2){
cost[number[c]]=cost[number[c]]*ch;
System.out.println("Accept the number of cheesy bytes you would like to order");
ch1=br.nextInt();
quantity[c]=ch1;if(quantity[c]<0){c=c-1;}else{
System.out.println("You have chosen an invalid option");c=c-1;}else{
System.out.println("You have chosen an invalid option");
number[c]=0;c=c-1;}else if(ch!=0){
System.out.println("Youh have selected an invalid Option");c=c-1;}
System.out.println("Enter ' yes ' if you would like to order for more cheesy bytes");
System.out.println("Enter any other word if you would like to quit the sub menu");
choose=br.next();}
while(choose.equalsIgnoreCase("YES"));break;case 7:do{c=c+1;
System.out.println("All Time Favourite Pizzas");
System.out.println("1. VEGETARIAN ");
System.out.println("2. Non VEGETARIAN");
ch=br.nextInt();
if(ch==1){
System.out.println(" Items          Small          Medium          Large");
for(i=73;i<=84;i++){
System.out.println(" Items[i]+          "+cost[i]+"          "+cost[i]*2+"
"+cost[i]*3);
System.out.println("Enter the serial no. of the all-time favourite you would like to order ");
number [c]=br.nextInt();
if(number[c]>=73&&number[c]<=84){
System.out.println("Enter the size");
System.out.println("1 For small");
System.out.println("2 For Medium");

```

```

System.out.println("3 For Large");
ch=br.nextInt();
if(ch>0&&ch<=3){
cost[number[c]]=cost[number[c]]*ch;
System.out.println("Accept the number of all-time favourite pizzas you would like to order");
ch1=br.nextInt();
quantity[c]=ch1;}else{
System.out.println("You have chosen an invalid option");
c=c-1;}else{
System.out.println("You have chosen an invalid option");
number[c]=0;c=c-1;}else if(ch==2){
System.out.println(" Items          Small          Medium
Large");
for(i=85;i<=87;i++){
System.out.println(" Items[i]+          "+cost[i]+"          "+cost[i]*2+"          "+cost[i]*3);
System.out.println("Enter the serial no. of the all-time favourite pizza you would like to order ");
number [c]=br.nextInt();
if(number[c]>=85&&number[c]<=87){
System.out.println("Enter the size");
System.out.println("1 For small");
System.out.println("2 For Medium");
System.out.println("3 For Large");
ch=br.nextInt();if(ch>0&&ch<=3){
cost[number[c]]=cost[number[c]]*ch;
System.out.println("Accept the number of all-time favourite pizzas you would like to order");
ch1=br.nextInt();
quantity[c]=ch1;}else{
System.out.println("You have chosen an invalid option");c=c-1;}else{
System.out.println("You have chosen an invalid option");
number[c]=0;c=c-1;}else if(ch!=0){
System.out.println("You Have Selected An Invalid Option");c=c-1;}
System.out.println("Enter ' yes ' to go to All Time Favorite Pizzas or to exit press any other word");
choose=br.next();}
while(choose.equalsIgnoreCase("YES"));break;default:
System.out.println("You have selected an Invalid Option");break;}
System.out.println("Enter ' yes ' if you would like to shop again in Papa Johns ");
System.out.println("Enter any other word to exit from the main menu ");
choose=br.next();}
while(choose.equalsIgnoreCase("yes"));
}void correct(){c1=c;int c2=c;if(c1>0){do{
System.out.println("Enter 'a' if you would like to add more items");
System.out.println("Enter 'b' if you would like to delete any item");
System.out.println("Enter any other character if you would like to confirm and display the bill");
character=br.next().charAt(0);
if(character=='A' || character=='a'){pizza();
c1=(c-c2)+c1; c2=c;}

```

```

else if(character=='B' || character=='b'){do{if(c1>0){
System.out.println("SL NO. ITEM      COST OF A SINGLE ITEM      QUANTITY BOUGHT");
for(i=0;i<=c;i++){
if(quantity[i]>0)
System.out.println(  "("+i+")"      +items[number[i]]+"      "+cost[number[i]]+"
"+quantity[i]);
System.out.println("Please Enter the number in ( ) of the selected item you want to delete");
int ac=br.nextInt();
quantity[ac]=0;if(ac>0){
c1=c1-1;if(c1>=1){
System.out.println("Enter 'b' if you would like to delete some more items");
System.out.println("Enter any other character to confirm the bill");
character=br.next(".").charAt(0);loop=0;
if(character=='B' || character=='b'){
loop=1;}}
while(loop==1&&c1>0);if(c1>=1){
System.out.println("Enter 'yes' if you would like to add or delete some more items");
System.out.println("Enter any other word to display bill");
String yes=br.next();loop=0;
if(yes.equalsIgnoreCase("YES")){loop=1;}
}}while(loop==1&&c1>0);
if(c1>0){
System.out.println("Please input the customer's name");name=br.nextLine();name=br.nextLine();}}
void cal_bill(){
if(c1>0){
boolean flag=false;do{
System.out.println("Thank You "+ name +" for shopping with us please kindly input the customer's email id");
String email=br.nextLine();l=email.length();
char ch;for(int i=0;i<l;i++){
ch=email.charAt(i);
if(i>=6 && ch == '@')
flag=true;}
if(flag== false)
System.out.println(" Please enter e-mail id correctly");} while(flag==false);
double discount;double total=0.0d;double s,l,total1;Date d=new Date();System.out.println("**Date and time:"+d);
System.out.println("                PAPA JOHN'S                ");
System.out.println("***** BILL *****");
System.out.println("SL NUMBER      ITEM      COST      QUANTITY      TOTAL ");
for(int j=0;j<=c;j++){
if(quantity[j]>0){
System.out.println(      items[number[j]]+"      "+cost[number[j]]+"      "+quantity[j]+"
"+quantity[j]*cost[number[j]];
s=quantity[j]*cost[number[j]];
total=total+s;}}
System.out.println("***** BILL *****");
if(total<=5000){

```

```

System.out.println("THE GRAND TOTAL=  "+total);
else if(total>5000){
discount=total*15/100;
total1=total-discount;
System.out.println("The total amount to be paid after availing the discount of "+discount+" THE GRAND
TOTAL"+total+" is "+total1);
System.out.println(" Thank you for shopping with us."+" "+((int)(total*Math.random()*100)+" "+"is the number
of ");
System.out.println(" points you earned by shopping. If you already have an account ");
System.out.println(" with PAPA JOHN'S the points will be credited to your ");
System.out.println(" account, if you don't have one then a new account will be made in the ");
System.out.println(" name of your email id and the points will be credited. More information");
System.out.println(" will be sent to you ,in your email account");
System.out.println("***** BILL *****");
for(i=0;i<=c;i++){
if(quantity[i]>0){
number[i]=0;
quantity[i]=0;}}
void customers(){
System.out.println("Enter 'yes' if you would like to shop again");
choose=br.next();
while(choose.equalsIgnoreCase("Yes")){
while(c>0){c=c-1;}
items();pizza();correct();
cal_bill();System.out.println("Enter 'yes' if there are more customers else enter no");choose=br.next();}
void items(){
// BREVERAGES 1
items[1]="1    Very Berry Daiquiri                ";cost[1]=69 ;
items[2]="2    Orange Strawberry Spritzer          ";cost[2]=69 ;
items[3]="3    Mango Delight                        ";cost[3]=69 ;
items[4]="4    Passion Fruit                        ";cost[4]=69 ;
items[5]="5    Tangy Orange                         ";cost[5]=69 ;
items[6]="6    Green Apple Cooler                   ";cost[6]=69 ;
items[7]="7    Ginger Lime Cooler                   ";cost[7]=69 ;
items[8]="8    Mango Mint                           ";cost[8]=79 ;
items[9]="9    Grape Sangria                        ";cost[9]=89 ;
items[10]="10   Mango Banana Smoothie               ";cost[10]=89 ;
items[11]="11   Mocha Cold Coffee                   ";cost[11]=89 ;
items[12]="12   Strawberry Romanc                   ";cost[12]=89 ;
items[13]="13   Caribbean Choco                     ";cost[13]=89 ;
items[14]="14   Fresh Lime                           ";cost[14]=49 ;
items[15]="15   Lemonade                            ";cost[15]=49 ;
items[16]="16   Masala Lemonade                      ";cost[16]=59 ;
items[17]="17   Apple Cinnamon                      ";cost[17]=69 ;
items[18]="18   Peach                               ";cost[18]=65 ;
items[19]="19   Lemon                               ";cost[19]=65 ;
items[20]="20   Green Apple                          ";cost[20]=79 ;
items[21]="21   Orange                              ";cost[21]=79 ;
items[22]="22   Mango                                ";cost[22]=79 ;

```

```

items[23]="23 Mojito Blast ";cost[23]=79 ;
items[24]="24 HOT TEAS ";cost[24]=45 ;
items[25]="25 Pepsi ";cost[25]=49 ;
items[26]="26 Diet peps ";cost[26]=49 ;
items[27]="27 Diet coke ";cost[27]=65 ;
//APPETIZERS 2
//VEGETARIAN
items[28]="28 Cheese Garlic breads ";cost[28]=79 ;
items[29]="29 Spicy supreme Garlic bread ";cost[29]=89 ;
items[30]="30 Exotica Garlic bread ";cost[30]=89 ;
items[31]="31 Platter ";cost[31]=109;
items[32]="32 Potato Wedges ";cost[32]=85 ;
items[33]="33 Cheese Tortillas ";cost[33]=99 ;
items[34]="34 Onion Rings ";cost[34]=99 ;
items[35]="35 Potato Criss Cuts ";cost[35]=99 ;
items[36]="36 Cheese n jalapeno Poppers and onion Rings ";cost[36]=99 ;
items[37]="37 Hut potato Shells ";cost[37]=149;
items[38]="38 Hot and Spicy Paneer ";cost[38]=99 ;
items[39]="39 Quesadillas ";cost[39]=165;
//Non VEGETARIAN
items[40]="40 Chicken Wings ";cost[40]=149;
items[41]="41 Sesame Chicken n Wedges ";cost[41]=185;
items[42]="42 Fish n Wedges ";cost[42]=185;
items[43]="43 Jamaican Jerk Spiced Chicken ";cost[43]=99 ;
items[44]="44 Thai Chicken ";cost[44]=99 ;
items[45]="45 Assorted Chicken ";cost[45]=185;
//SOUPS AND SALADS 3
//VEGETARIAN Soups
items[46]="46 Tomato Minestrone ";cost[46]=49 ;
items[47]="47 Tomato Basil ";cost[47]=49 ;
items[48]="48 Cream of mushroom ";cost[48]=49 ;
//VEGETARIAN Salads
items[49]="49 Fresh garden ";cost[49]=109;
items[50]="50 Pasta mint ";cost[50]=119;
//Non VEGETARIAN Soups
items[51]="51 Cream of Chicken ";cost[51]=59 ;
//Non VEGETARIAN Salads
items[52]="52 Classic Casear ";cost[52]=129;
//Pasta 4
items[53]="53 Spicy Tomatoes ";cost[53]=115;
items[54]="54 Arrabbiata ";cost[54]=149;
items[55]="55 Creamy Stroganoff ";cost[55]=149;
items[56]="56 Creamy Mushroom ";cost[56]=159;
items[57]="57 Creamy Spinach and Mushroom ";cost[57]=159;
// THIN CRUST PIZZAS 5
//VEGETARIAN
items[58]="58 Tuscani Margherita ";cost[58]=199;
items[59]="59 Verde ";cost[59]=275;
items[60]="60 Gardiner ";cost[60]=275;
items[61]="61 Ultimate Adventure ";cost[61]=275;
//Non VEGETARIAN
items[62]="62 Florence Chicken ";cost[62]=255;
items[63]="63 Pollo Heven ";cost[63]=310;

```

```

items[64]="64 Ultimate Temptation ";cost[64]=310;
items[65]="65 Pesto Pepperoni ";cost[65]=310;
// CHEESY BYTES 6
//VEGETARIAN
items[66]="66 Spanish Delight ";cost[66]=165;
items[67]="67 Rustica ";cost[67]=175;
items[68]="68 Fiery Masala Magic ";cost[68]=175;
items[69]="69 Mediterranean Delight ";cost[69]=189;
//Non VEGETARIAN
items[70]="70 Teekha Chicken Masala ";cost[70]=189;
items[71]="71 Spicy Chicken ";cost[71]=199;
items[72]="72 Cheesy Chicken Sausa ";cost[72]=119;
// ALL TIME FAVOURITE PIZZAS
//Items
//VEGETARIAN
items[73]="73 Margherita ";cost[73]=125;
items[74]="74 Simply veg ";cost[74]=150;
items[75]="75 Spicy veggie ";cost[75]=115;
items[76]="76 Veggie Crunch ";cost[76]=105;
items[77]="77 Double Cheese ";cost[77]=175;
items[78]="78 Kadai Paneer ";cost[78]=170;
items[79]="79 Veggie Lovers ";cost[79]=185;
items[80]="80 Teeka Paneer Makhani ";cost[80]=170;
items[81]="81 Country fest ";cost[81]=175;
items[82]="82 Exotica ";cost[82]=205;
items[83]="83 Veggie Supreme ";cost[83]=195;
items[84]="84 Paneer El Rancho ";cost[84]=200;
//Non VEGETARIAN
items[85]="85 Zesty Chicken ";cost[85]=105;
items[86]="86 Fiery Chicken ";cost[86]=150;
items[87]="87 Corn n Chicken ";cost[87]=175;
//DESSERTS
//Gelatos cost
items[88]="88 Decadent Chocolate ";cost[88]=49 ;
items[89]="89 Cinnamon Espresso ";cost[89]=49 ;
//Ice cream
items[90]="90 Classic Vanilla ";cost[90]=49 ;
items[91]="91 Chocolic Symphony ";cost[91]=49 ;
items[92]="92 Fruit Duet ";cost[92]=49 ;
//Shareable Desserts
items[93]="93 Ebony n love ";cost[93]=119;
items[94]="94 Choco chip cookies sundae ";cost[94]=129;
items[95]="95 Mini Chesseecake Platte ";cost[95]=129;
public static void main(String args[])throws IOException{
Papa_Johns_Project_1 obj=new Papa_Johns_Project_1();
obj.items();
obj.pizza();
obj.correct();
obj.cal_bill();
obj.customers();
}
}

```