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APPENDIX- 1

LESSON PLANS BASED ON EXPERIENTIAL LEARNING

EXPERIENTIAL LEARNING LESSON PLAN: SOCIAL SCIENCE

Class: VIII

Unit: Geography

Topic: Natural Resource

Learning Outcomes	Students will be able to <ul style="list-style-type: none">• Define different types of natural resources which are Soil, Water, Forest, Wild animals and Power.• Describe the need and importance of these natural resources in economic and social development.• Discuss the management and preservation of these resources
Time required	

A. Setting the stage for learning

Check for Prior Knowledge	1) To begin the lesson, the teacher will ask students what comes to their mind when they hear the word „Resource“. 2) The class will be divided into groups of 4 and they will be given some pictures of different resources and they will be asked questions such as: i) from where we get these things or who makes these things? ii) What do they understand when we talk about Natural and man-made resources? iii) They will be asked to give their own examples of natural and man-made resources.
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Pre- Activity Phase	1) The students will be asked to observe their surroundings. 2) After observing for 2-3 minutes, they will be asked to tell the things which they think are essential for everyone and for living.
Resources required	SCERT textbook of Social Science in Assamese medium for Class VIII, pictures of different resources, Videos on resources, newspaper clips.

B. Implementation of lesson plan - Stage 1 Preliminary phase

Sparkling Curiosity	What will happen when we will not have enough natural resources? How will we survive?
Providing the experience	<p>1) The students will be asked do a self-survey on</p> <p>i) use of land by humans in rural and urban areas</p> <p>ii) Personal consumption of water, what kinds of consumption are there?</p> <p>2) They will be shown some newspaper clips on Land sliding, Land degradation, bank erosion and desertification, problems related water resources, scarcity of potable water.</p> <p>3) The students will be asked observe their neighborhood/ village and find out any problems related to land and water resources.</p> <p>4) The students will also be shown video clips/documentary on problems related to land resources and water resources and discussion will be held on causes of these problems.</p> <p>5) The students will also be shown pictures and videos on strategies of land and water resource conservation, e.g. terrace cultivation and rain water harvesting model.</p> <p>6) The students will be asked to identify different things that we get from forest or trees. They will also be given a group task to find out and make a chart on what we get from different living beings around us.</p> <p>7) The students will be shown a video on Rainforest</p>

	<p>8) Students will be divided into groups of 4 and discuss the different conventional-power resources they use in their household.</p> <p>9) The students will be shown different types non-conventional power sources through a video</p> <p>10) A discussion will be held highlighting the advantages and disadvantages as well as differences among these two different types of power resources.</p> <p>11) The students will be given globes and maps and will be asked to point out the places where these power resources are mostly found.</p>
<p>Drawing inferences</p>	<ul style="list-style-type: none"> • The students will be divided into small groups and asked to observe, discuss, record, form opinion and reflect upon the use of water resources, soil and forest resources in their neighborhood. • The students will also observe and record the various activities of the local people which are harming these natural resources. • The students will record their finding and write various ways in which they can sensitize people to conserve water, soil and forest resources.

C. Lesson steps: Conclusive phase

<p>Conceptualization</p>	<ul style="list-style-type: none"> • The students with the help of the facilitator will organize a plantation programme, at first the students and the teacher will bring whatever plant or sapling they can get and plant them in school premises. • The students with the help of facilitator will also go for a plantation drive to nearby places, where number of trees is less. • The student will be given a task to develop a rainwater harvesting model with the help of the facilitator. • The students will also be asked to write slogans on conservation of natural resources, and they will be asked to hang those slogans in the school corridors.
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<p>Connecting to real life</p>	<ul style="list-style-type: none"> • The records and observation will be discussed in the class where the facilitator will help the students to understand the importance of natural resources for all the living beings on earth. How the actions of people are harming the natural resources and what consequences we will face if we don't conserve the natural resources. • Newspaper articles will be shared among the students to show the burning problems which are increasing around the world due to lack of conservation of natural resources. • The students will be asked to take measures in their home to save water and power consumption. They will be asked to discuss their techniques in class which they have used in their home to save water and power. • The students will be asked to share if they reuse and recycle things in their home. Then will note down and reflect upon each other's techniques of recycling and reusing. • The facilitator will tell the inspiring story of Forest Man of India, Jadav Payeng, who has created a forest on his own endless effort and has contributed to the conservation of natural resources. The facilitator will show a video on Jadav Payeng and his work.
<p>Extended learning</p>	<p>The students will be asked to</p> <ul style="list-style-type: none"> • Sensitize students of other classes on recycling and reusing of different resources. • Sensitize students of other classes on how our little acts can also harm the natural resources and how we can take small steps to save our resources. • Analyze a newspaper article on the problem of flood and what can people and government to solve this burning problem of Assam.
<p style="text-align: center;">Assessment</p>	

- Students will be assessed on the basis of their recordings and findings based on the rubrics.
- Students will also be assessed on the basis of their discussion in the class
- Students will write a report on the role of people in conservation of natural resources.

EXPERIENTIAL LEARNING LESSON PLAN: SOCIAL SCIENCE

Unit: Geography

Class: VIII

Topic: Settlement

Learning outcomes	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Describe human settlement and its different types. • Explain why people settle in certain areas. • Explain how ecosystems influence community development • Discuss the difference and relation between Rural settlement and Urban Settlement • Discuss the difference between highland settlement and lowland settlement
Time required	

A. Setting the stage for learning

Check for Prior Knowledge	<ul style="list-style-type: none"> • The students will be asked how people used to live in ancient times and how it differs from modern time's living style of people. • The students will be asked to write the reasons human began to settle in places • The students will be asked if they know the benefits of living in
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	rural areas and the benefits of living in urban areas.
Pre-Activity Phase	<ul style="list-style-type: none"> • The students will be shown pictures of human settlement in ancient times and modern times • They will be divided in groups and asked to discuss what problems people would have faced if the living style has not been changed over time. • The students will be given a task, in which students will be divided in groups and they will have to share their own observations on rural settlement and urban settlement. While one group is explaining their observations the other group have to write down them. Then, they have to find out differences based on their observations.
Resource Required	SCERT textbook of Social Science in Assamese medium for Class VIII, pictures of ancient living style and settlement, Videos on human settlement, hula hoop

B. Implementation of lesson plan - Stage 1 Preliminary phase

Sparking curiosity	<ul style="list-style-type: none"> • What would have happened if people would have not started living permanently in one place? • What problems people may face living in remote areas? • What problems do the migrants face their life?
Providing the experience	<ul style="list-style-type: none"> • The students will be shown some pictures of both urban settlement and rural settlement, and they will be asked to write in which settlement their residential place comes under. Whatever differences they can find out by looking at the picture they have to note down them. • The students will do a survey in their neighborhood asking people the reasons for their permanent living in that particular place. Then the students will do a class discussion on their findings. • The students will play a game with the help of the facilitator learn the different types of rural settlement. Where the students will be provided with two types of rural area- 1) one area with good

	<p>communication and transport system, provision drinking water, essential resources and proper soil for agriculture, 2) Another hilly area without good communication and transport system, provision drinking water, essential resources and proper soil for agriculture. Then the students will be asked to choose the area where they want settle and why? This way the students will be able to learn about the nucleated settlement and dispersed settlement in rural areas.</p> <ul style="list-style-type: none"> • Again, the facilitator will draw a line in the field which will be supposed as a road in a rural area and students will be asked to take positions as they will like to settle in that area, they will be asked to explain why they have chosen to settle like that. This way they can understand linear settlement in rural areas. • The facilitator will again draw 3 intersecting lines in the field which will be supposed as roads in a rural area and the students will be asked to take their positions as they will like to settle in that area. The students will have to explain why they have chosen to settle like this, what this kind of settlement looks like. This way they understand Star pattern of settlement. • The facilitator will also draw 4 intersecting 90-degree lines to imagine as agriculture area and ask the students to show how they will settle in such place and why? This way the students will learn about square pattern settlement in rural areas. • The facilitator will tell a story in the classroom to explain the highland and lowland settlement. The facilitator will take Karbi Anglong District of Assam, which is a highland and tell a story of a village in there; highlighting the features, problems, daily life, occupation and agriculture of highland areas. <p>Again, the facilitator will take the Sonitpur district of Assam as lowland and tell a story of village in Sonitpur highlighting the features, problems, daily life, occupation and agriculture of lowland areas.</p>
Drawing inferences	<ul style="list-style-type: none"> • The students will make concept maps on characteristics of rural and urban settlement with the help of the facilitator, on the basis of

	<p>these characteristics the students will discuss the differences also.</p> <ul style="list-style-type: none"> • The students will also be divided in groups of 4 and ask them to discuss among them and find out different types vocation which they know. They will also be asked to do a survey in their neighborhood to find out people’s vocation and discuss in the class. Then the teacher will explain in which category, these vocations come under and why? Discussion will also be held on the vocation of people in rural and urban area. • The students will be divided in two groups and one group will write the characteristics of Highland settlement and another group will write the characteristics of lowland settlement, then there will be a discussion in the class.
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C. Lesson steps: Conclusive phase

Conceptualization	<p>The facilitator will ask the students to</p> <ul style="list-style-type: none"> • Make a concept on relationship between rural and urban settlement. • Write the advantages of living in lowland settlement • Write the disadvantages of living in highland settlement • Write the reasons for high population in urban area and low population in rural area. • Write the problems which arise due to high population in an area.
Connecting to real life	<p>The facilitator will ask the students to present</p> <ul style="list-style-type: none"> • Their observation on the types of settlement in their village/ area and reasons behind it. • Their observation on agricultural practice in their village/area and reasons behind such practice. • The problems they face in their village/area. • The facilitator will ask the students to do a survey on people’s occupation in their neighborhood and to categorize them.
Extended learning	<ul style="list-style-type: none"> • Discussion among students on the changes happening overtime in the villages in terms of vocation, communication and

	<p>transport, education etc.</p> <ul style="list-style-type: none"> • Discussion on initiatives people can take or have taken to solve the problems that arise in rural and urban settlement.
Assessment	
<ul style="list-style-type: none"> • The students will be assessed on the basis of their discussion in the class • There will be a focus group discussion on the concepts they have learned. 	

EXPERIENTIAL LEARNING LESSON PLAN: SOCIAL SCIENCE

Unit: History

Class: VIII

Topic: Contribution of medieval rulers to socio economic life of Assam

Learning Outcomes	<p>The students will be able to</p> <ul style="list-style-type: none"> • Recognize the medieval rulers of Assam • discuss the innovative practices invented by the Ahoms for state organization • analyze social outlook of medieval rulers • discuss the architecture, sculpture and paintings patterns of the medieval period • compare the economic status of medieval period with present economic status
Time required	

A. Setting the stage for learning

Check for Prior Knowledge	<ul style="list-style-type: none"> • They will be asked what they understand by the medieval period. • The students will be asked if they know about the <i>Ahom</i> kingdom, they will be asked to share anything they
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	<p>know about the <i>Ahom</i> kingdom or any other kingdom of Assam.</p> <ul style="list-style-type: none"> • Who was the first <i>Ahom</i> king? When did he come to Assam? • They will be shown some pictures jewelries and attires of Assam and asked to name them. • They will also be shown some pictures of historical monuments made during medieval period and asked if they can recognize them.
Pre-Activity phase	<p>The facilitator will arrange all the materials and resources such as pictures, ornaments, documentaries etc.</p> <p>The facilitator will prepare the drama for students</p>
Resources required	<p>SCERT books, pictures and videos of historical monuments, laptop etc.</p>

B. Implementation of lesson plan - Stage 1 Preliminary phase

Sparking curiosity	<p>How did the <i>Ahoms</i> made the different historical monuments, roads and temples when there were no rods, cements and bricks during the medieval period?</p>
Providing the experiences	<ul style="list-style-type: none"> • The students will participate in a drama with the help of the facilitator to understand the administrative system and different innovative practices of <i>Ahom</i> kingdom. The facilitator will provide the script to the students and give them their roles accordingly. 5 students to play the role of the 5 important ministers; „<i>Buragohain</i>’, ‘<i>Borgohain</i>’, ‘<i>Borpatragohain</i>’, „<i>Borboruah</i>’ and „<i>Borphukan</i>’ the <i>Ahoms</i> managed their kingdom according to these five ministers“ suggestions. The <i>Paik</i> system, <i>Khel</i> system and <i>Posa</i> system oh<i>Ahom</i> kingdom and why these systems were invented will be shown through the drama. The other students will play the role of „<i>Bora</i>’, ‘<i>Saikia</i>’, ‘<i>Hazarika</i>’, ‘<i>Rajkhowa</i>’, and „<i>Phukan</i>’ under the <i>paik</i> system. It will be shown why these titles were given to people in the royal court.

- The facilitator will tell the students a story highlighting the society, caste system, women's status, clothing style, economic status, Agricultural system and cottage industry of medieval Assam.

“During medieval period of Assam, the *Ahoms*, *Kachari*, *Koch* people used to live independently and happily in their own kingdoms. The *Ahoms* were friendly with the local people of Assam. During that time, in an Ahom village, a boy named Madan lived with his parents. Like other males of the village, Madan was a *paik* and his father was a farmer. Madan's mother was working as a spy for the royal court. One day while returning from the court, Madan saw a beautiful local girl weaving clothes in her front yard. He went to her and politely asked her name, she said that her name is Ratna and she is a weaver. Madan also introduced himself to her. He returned home and told his parents that he would like to marry Ratna. As there were no caste based discrimination during that time and *Ahom* people used to establish marital relationship with local communities, his parents agreed to see Ratna for giving the marriage proposal. One day Madan, his parents and other family members went to Ratna's home and fixed the date of their marriage. After marriage, Ratna continued as a fine weaver along with doing other household works. Ratna used to weave long tops and loose clothes for both men and women and turbans especially for men. Sometimes she used to make *Paat-Muga* Silk and *Eri* silk clothes. There was a temple in their village, one of the Madan's cousins Malini used to dance in that temple. Women used to do lot of works during that time and they were given high status in the society. Women along with men were involved in all kinds of cottage industries such as textile industry, weaving industry, dyeing industry, Ivory industry, ceramic industry and metal industry. In Madan's village most of the people were farmers, they used to cultivate different crops, vegetables in different seasons such as Rice, Cereal grains, oily grains, Sugarcane, Jute, Cotton and various types of vegetables in plain areas. Near Madan's village, there was a hilly village of the Naga people, these people

were also farmers, but they used to do *jhoom* cultivation in the hills. In that Naga village different types of fruits were cultivated such as Oranges, Pineapple, Bananas, and Pears etc. using the terrace farming technique.

During that time people were independent, they used to produce everything they need in their life so commercial exchange was very limited among people. Barter system as used by the common people. Everything was going well, then in Madan's village a problem occurred, that year the amount of rain was very less, all the farmers were facing the problem of water in their farming. The crops were drying up; the farmers were worried because they had to give land tax to the king, who was the main owner of the lands. So the villagers held a meeting and discussed the possible solution for the problem. They came up with the idea of rain water harvesting; all the farmers dug pits near their farming land and stored rain water to use for their crops. They also made dams on the streams to supply water to the fields. In this way they solved the problem of water in their agriculture. As Madan was a *paik*, he was given 5 Acres of tax-free land. The king also gave tax free land to the Brahmans, temples, Mosque, satras and for maintenance of graveyard. The king was very generous to the people.

Madan was very hardworking person; he cultivated rice, lentils and mustard in his farm. Madan's agricultural production was enough to feed his family throughout the whole year. He also continued to work as *paik* for the king. Basically, he was living a happy life with his family."

- The facilitator will show a detailed video on ruins of *Kachari* kingdom in Dimapur, Nagaland as an actual field visit to the site will be a little difficult and expensive also. So the facilitator will make use of ICT to give students a virtual tour.

Source of the video: <https://www.youtube.com/watch?v=fAs4OX3dy4U>

- To show the contribution of *Chutiya* kingdom of Assam

	<p>towards architecture and sculpture, the facilitator will show a short documentary on Heritage site Malinithan, situated in Likabali, Arunachal Pradesh. Source of the video https://www.youtube.com/watch?v=0rBrIjpw-3Y</p> <ul style="list-style-type: none"> • The facilitator will show the students a video featuring the <i>Ahom</i> kingdom's architecture, sculptures and monuments such as <i>Karenghar, Ranghar, Talatal ghar, Shivadoul, Bishnudoul and Devidoul etc.</i> Source: https://www.youtube.com/watch?v=UanQqD7nPXg • The students will make a concept map on literature of medieval period. • The facilitator will show the students some great books and manuscripts written during medieval period of Assam such as: <i>Bhagawat, Geeta, Padmapuran, Katha gurucharit, katha bhagawat, Hastividyanava and Kirtan etc.</i> the facilitator will also briefly discuss the important element of these books.
Drawing inferences	<ul style="list-style-type: none"> • The students will be given a group task to create a concept map on contributions of <i>Ahom</i> kingdom, <i>Chutiya</i> kingdom and <i>Koch</i> kingdom towards architecture, sculpture and painting during medieval period. • The students will write the reasons for enforcement of <i>Paik</i> and <i>Posa</i> system by the <i>Ahom</i> kingdom. • The students will write the important aspects of architecture and sculpture of the <i>Kachari</i> kingdom.

C. Lesson steps: Conclusive phase

Conceptualization	<ul style="list-style-type: none"> • The facilitator will ask the students to write down the differences in irrigation system of medieval period of Assam and present Assam. • The students will write a short note on economic system of medieval period of Assam.
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	<ul style="list-style-type: none"> • The students will form groups of 4 and discuss the clothing style of medieval period of Assam and present Assam. They will try to list out different attires of different communities of Assam.
Connecting to real life	<ul style="list-style-type: none"> • The facilitator will moderate a class discussion on the present government of Assam. The discussion will help the students to understand the present Assam’s governing authority, ministers, departments etc. and how it is similar or different from the medieval period of Assam. • The students will be asked to make a group project of historical monument, sculptures, temples and heritage site etc.in their district. They can take help from Books, Videos, their parents, elders and neighbors, if necessary. • The students will identify the neighboring states of Assam on Map. Then they will write down their opinions on the <i>Posa</i> system of Ahom kingdom, what would have happened if the Ahom king would not have enforced <i>Posa</i> system? • The students will be asked to collect information regarding the relation between Assam and its neighboring states; they can take help from elders, newspapers, articles etc. The facilitator will also discuss border dispute between Assam and its neighboring states.

Extended learning	<ul style="list-style-type: none"> • The students will make a Heritage board of medieval period of Assam with the help of the facilitator, where they will paste photos of all the monuments, temples, architecture, ponds, pictures of manuscripts and books etc. along with name of the kingdom who made these and the time. The students will then hang this Heritage board in the corridor or entrance of the school building. • The students will go to a nearby construction site of home or any building to observe and find out the materials they use for construction of buildings, roads etc. then the students will discuss and compare the material used by the medieval period's kingdoms to build monuments.
Assessment	
<ul style="list-style-type: none"> • The students will be assessed on the basis of their discussion and writings • The facilitator will use rubrics to assess the students. 	

EXPERIENTIAL LEARNING LESSON PLAN: SOCIAL SCIENCE

Class: VIII

Unit: History

Topic: Revolt of 1857

Learning outcome	<p>Students will be able to</p> <ul style="list-style-type: none"> • Analyze the Revolt of 1857 • Leaders of the revolt. • Discuss the role of Assam in the revolt • Analyze the farmers' revolt of Assam • Discuss the nature of Revolt of 1857
Time required	

A. Setting the stage for learning

Check for Prior knowledge	<p>The students will be asked</p> <ul style="list-style-type: none"> • Why did British and French come to India? • Which war helped in the rise and extension of the British in India? • If they have heard the name of Maniram Dewan, Rani Lakshmibai and Mangal Pandey?
Pre –Activity Phase	<ul style="list-style-type: none"> • The facilitator will check for the feasibility of the activities • The facilitator will make arrangement for showing film and documentary to the students
Resources required	SCERT book, Videos, Laptop, Pictures

B. Implementation of lesson plan - Stage 1 Preliminary Phase

Sparking curiosity	<ul style="list-style-type: none"> • The facilitator will show the students a receipt of land tax. The facilitator will discuss how people have to pay tax for their land. • The students will also ask their parents, where and how much land tax they pay for their land. • Which place of Assam is called Manchester of Assam or „<i>Bastra Nagari</i>’ in Assamese? • What are different raw materials that are used in textile industry? • What had happened to the family of the local kings, who lost their kingdom and property because British conspiracy? • Who first started tea plantation in India?
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<p>Providing experiences</p>	<ul style="list-style-type: none"> • The facilitator will prepare a role play to make the revolt of 1857 more realistic for students. It will help them realize the situation during that time and sufferings of people. <p>For the role play, the facilitator will first warm up the students by presenting the students with the problems which aroused during Revolt of 1857 in India, the problems faced by the farmers, the soldiers, the elite class and the middle class people because of the new administrative rule of the British. The facilitator will also provide the students with details of the different roles. Which are the British officials as representatives of British government, the kings of different states, the farmers, the elite and middle class people of society, and the soldiers, and then the facilitator will ask the students to voluntarily take their roles. The rest of the students will be observer, who will have to evaluate the roles and give feedback.</p> <p>After deciding the roles, the teacher will explain them properly and ask the students to assume their roles and enact them.</p> <p>The farmers will show how the excessive land tax and rigid method of revenue collection pushed them to lifelong poverty.</p> <p>⇒ Exportation of raw materials to England by the British company and selling of products made in England resulted in huge loss of Indian farmers and cottage industrialists.</p> <p>Mohan (Farmer) to his friend Raghu (Local artisan): My friend can you please lend me some money? I need to buy food; my family has nothing to eat.</p> <p>Raghu: what happened to your crops? Haven't you done any farming this year?</p> <p>Mohan (with teary eyed): I did, but govt. has increased the land tax and because of drought the production has been decreased. To pay the tax, I borrowed some money from the money lender. I</p>
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could not pay back the loan also on time so he took more than half of my land. Now, the little amount of land that I have cannot produce enough to feed my large family and to pay tax.

Raghu (with a sad face): friend I can understand your situation, I am also suffering from poverty. Ever since, the British company started exporting the raw materials to England and importing goods made in England to the local market, all the small cottage industry holders like me has been affected badly. Now we don't have enough raw materials and the England made goods have occupied the market. We have nowhere to go, nothing to sell.

Mohan (with a sad face): Oh God, these British people have made our lives hell, I don't know how will we survive? How will I feed my family and children?

Raghu: I know, I am also worried, I don't have money to give you, I have little rice and vegetables in my home which I can give you today. At least it can feed your family for today. We are on the same boat my friend.

⇒ The kings, Queen or the *Nawabs* will show how the British took all their powers, authority revenues, territories and honor. British also reduced the freedom of the rulers and disbanded their armed forces.

British official to Rani Laxmi Bai: As you don't have any heir for your kingdom, according to the Doctrine of lapse rule, your kingdom will be under British rule. You will not receive any pension and your princely status will be abolished.

Raani Laxmi Bai (Queen of Jhansi) (Angry and shocked): No, you cannot do this to me; I have my son *Nana Saheb*. *Nana Saheb* will be the king of *Jhansi*.

British official: *Nana Saheb* is not your real son, you have only adopted him. No matter what you do, he cannot be the heir of your kingdom.

Raani (screamed in agony): No, this is not fair, how can you do something like this, he is my son and he has the right to be

king.

British official: this is not going to change, it is the British govt's rule, and you have to follow it.

- The facilitator will show pictures of Enfield rifle cartridges in the classroom so that the students can get a visual understanding of it.

⇒ The British officials will show how they planned their conspiracy against every section of people in India. How they manipulated people and made them obey the company's rule and regulations.

Governor general Dalhousie in a meeting with other British

officers: I am thinking of removing name of the *Mughal* king from the coins; and after the death of the *Mughal* king his entire family would be shifted out of the Red fort. They will be given another place in Delhi to reside in. This will help in destroying the *Mughal* empire completely.

Everyone present (Happily): Excellent idea Sir, we must do it as soon as possible.

British officer to Governor general Dalhousie: Sir, so far we have taken most of the states under British govt's rule, but we have not been able to take *Ajodhya's* full ownership. The ruler of *Ajodhya* is still alive. What should we do now?

General Dalhousie (with a wicked smile on his face): Don't worry officer; I have a proper plan which will surely work.

Officer (Curiously): What is that plan Sir?

Dalhousie: we will impose a subsidiary allowance on *Ajodhya*, also we will falsely accuse the ruler of misgovernance. We will declare that British rule is urgently needed for the proper administration in the kingdom.

Officer (Happily): Sir, you are such a genius, you surely how to deal with these local rulers.

Another day:

Peshwa Baji Rao II to British official: after my father's death I should be given his pension for my survival.

Official: No, you will not get anything after your father's death. Not even a penny.

Baji Rao: Please, I beg you, I need to get the pension for my expenses, and I don't have any other source of income.

Official: This is the final decision of the govt. no one can change it.

⇒ The elite and middle-class people of India will show how they were badly affected by the new administrative policy of British, well educated Indians were deprived of high position jobs because of racial discrimination.

Prakash meets his friend Umesh in the market-

Prakash: Why are you roaming like this? Didn't you go to your work today?

Umesh (with a heavy heart): No, I think, I will quit my job.

Prakash (Shocked): Why? What happened?

Umesh: we are excluded from all the higher positions; we are also not given equal salary like the British people even after having same qualification. Moreover there is no scope for promotion for Indian workers. I cannot bear this injustice and discrimination.

Prakash (Angrily): This is very unjustly. Local people also work hard and have the qualification needed. The British are doing this on purpose to make us poor.

Umesh: you are right; they also mistreat us during work. Things are really getting worse every day. They always consider us inferior to them.

The soldiers or the *sepoys*, who were the main driving force of
⇒ the revolt, will show how the British gave the soldiers low payments and allowance, their service condition was not good, the British hurt the soldier's religious sentiments and beliefs.

The propagation of Christianity by the Christian missionaries, abolition of certain traditional rituals related to religions of India, giving priority the Indians converted to Christianity made local people angrier and more skeptical about their own religion.

In the Dum Dum Military Barrack of West Bengal, 1857-

Soldier 1 to his mates: I will never cross the sea; it is against our religion.

All the other soldiers: yes, it is against our religion. The British wants us to disobey our rules and religion.

Soldier 2: but what can we do now? The new rule says we must do sea journey.

Soldier 3: they are always introducing some new rules.

Soldier 4: we have always been facing discrimination; we are not given equal salary, promotion and not even equal treatment. Although majority of soldiers are Indian.

Soldier 5: nobody understands our pain and the injustice that is happening with us.

Soldier 6 (angrily): for the British we are just slaves, we are not considered as normal human beings.

Soldier 7: this needs to be stopped, they must end this discrimination.

Soldier 8: yes, we must fight for our rights; we should be treated equally like the British soldiers.

All the soldiers together: yes, yes, we must fight against the British.

At that time four other soldiers come –

Soldier 9: friends, we have a very bad news, we have heard that the British uses the fat of Pig and Cow in the Enfield cartridges.

Soldier 1 (Shocked): What? The cartridges we use are greased with pig and cow fat?

Everyone become furious.

Soldier 4: they want to destroy our religion; we must not use the cartridges.

Everyone: yes, we will never use those. We must fight for our religion.

23 January, 1857 the soldiers started their protest against the British.

29 March, 1857 in the Dum Dum Barrack

British Military Officer to the soldiers: Everyone, you must use the Enfield Cartridge, there will be no change. You have to obey whatever we say.

Soldiers: we will never use these cartridges; you people want us to go against our religion. This time we will not listen to you.

Everyone starts shouting. Soldiers started pushing the officer.

Mangal Pandey to the officer (shouting): you cannot force us to use these cartridges.

Officer (angrily): if you do not obey the orders you all will be punished.

Mangal Pandey then hits the officers and the chaos begins.

The British officers somehow settled the situation.

After the enactment is completed, the facilitator will discuss and evaluate the role play.

- The facilitator will show a video on Maniram Dewan who was the main person of 1857 revolt in Assam, it shows how he fought against the British with his intelligence.

Source: <https://www.youtube.com/watch?v=0zPIYu63uQo>

Drawing inferences	<p>The facilitator will ask the students to write their opinions for these questions-</p> <ul style="list-style-type: none"> • What is the main focus of this role play? • What were the reasons which gave rise to the Revolt of 1857? • Why did the British export raw material from India to England? • What would have happened if there were no such rules in Indian religions, such not crossing the sea, not eating Pig and Cow?
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C. Lesson steps: Conclusive phase

Conceptualization	<ul style="list-style-type: none"> • The students will draw a map of India and highlight the places where the Revolt of 1857 took place. • The students will create an album of the leaders of 1857 revolt. • Imagine you are a sepoy or soldier in the Company army, and you are advising your cousin not to take employment in the army. What reasons would you give? • What would have happened if the local people could use the raw materials and sell their products in the market?
Connecting to real life	<p>The facilitator will moderate a class discussion on</p> <ul style="list-style-type: none"> • Importance of patriotism in people • How patriotism can be developed in people? • How people can be independent in their life? • How some people in our society face discrimination? • What does Indian constitution say about discrimination?

	<ul style="list-style-type: none"> • Why we should never tolerate injustice? • How can we support our local artisans, businessman, farmers, and cottage industries?
Extended Learning	<ul style="list-style-type: none"> • The students will go to their neighborhood and record their opinions on the following questions: <ol style="list-style-type: none"> 1. Do you pay land tax? If yes, then is the amount of money you pay is reasonable or it is high? 2. Do you buy groceries and other essential products from local manufacturer or local vendors? If yes, then why do you prefer local products? If no, please specify the reasons. 3. Why people discriminate against each other?
Assessment	
<p>The students will be assessed using Rubrics.</p> <p>They will be assessed on the basis of their discussion, performance in the class and the survey they did in their neighborhood.</p>	

EXPERIENTIAL LEARNING LESSON PLAN: SOCIAL SCIENCE

Class: VIII

Unit: Economics

Topic: Problems of Human Resource Development and Role of the government

Learning Outcomes	<p>The students will be able to</p> <ul style="list-style-type: none"> • Discuss the importance of human resource development. • explain the challenges of Human resource development • Discuss the provisions taken by the government in the field of education, health and employment.
Time required	

A. Setting the stage for learning

Check for Prior knowledge	The facilitator will ask the students <ul style="list-style-type: none"> • What do you understand by human resource? • What are the indicators of human resource development? • What is driving force of human resource development?
Pre-Activity phase	The facilitator will prepare all the needed materials for the class and will check the feasibility of the activities.
Resources required	SCERT book, laptop etc.

B. Implementation of lesson plan - Stage 1 Preliminary phase

Sparking Curiosity	<ul style="list-style-type: none"> • How does the government count or find out how many people are there in a country? • Why India's national income does is low in spite of high population?
Providing Experience	<p>The facilitator will present a case of two countries in the class to let the students understand various challenges of human resource development. The facilitator will also provide a handout of both the cases.</p> <p>Case 1:</p> <p>The case is about a country named A, in this country the population is 500000 and the literacy rate of the country is 90%. The country provides its citizen with good healthcare facilities and municipal facilities. The citizens of the country have access to education from primary to university, technical and vocational education, well equipped hospitals, drinking water facilities, and communication and transportation facilities. At least 85% of the population is above poverty line and almost every citizen can afford minimum nutritional food. The national income is also high of the country. The country is advanced in the field of science and technology and its people have</p>

scientific mind with dynamic thought process. People of this country do not believe in superstitions and also do not discriminate on the basis of gender, race, religion and community. Every person is given equal opportunities in this country. People are skilled in many fields and have a positive attitude towards education and technology. The happiness index of the country is also high.

Case 2:

This case is about a country named B, the population of this country is very high, and it is 20000000. The literacy rate of the country is 70% only. The country is not able to provide its entire citizen with good with good healthcare facilities and municipal facilities. Most of the citizens of the country do not have access to education from primary to university, technical and vocational education, well equipped hospitals, drinking water facilities, and communication and transportation facilities. At least 60% of the total population is below poverty line and cannot afford minimum nutritional food. The national income is also low of the country. The country is not very advanced in the field of science and technology and most of its people do not have scientific mind with dynamic thought process. People of this country believe in superstitions. Inequality and discrimination on the basis of gender, race, religion and community is also prevails in this country. Majority of the people is not skilled and do not have positive attitude towards education and technology. The happiness of the country is also low.

Now the facilitator will use Think-Share-Pair technique with the students. First the facilitator will explain the technique to help the students to proceed. Then the students will be given 5 minutes for each question to think individually and write the answers in their notebook. The questions will be-

- List out the differences between the two countries.
- Which country is rich in human resource and why?

After 10 minutes of thinking the students will choose their partners to

	<p>make a pair and share with their partner what they came up with. They will be given 8 minutes for this activity.</p> <p>After sharing with partner, the last step is sharing with the whole class. The facilitator will moderate a discussion with students and the students will discuss their findings.</p> <ul style="list-style-type: none">• To understand how government can work for the development of human resource, the facilitator will use the inside-outside circle strategy. First the facilitator will explain the strategy to the students for smooth implementation of the plan. <p>Then the teacher will write the question on the board , which is:</p> <ul style="list-style-type: none">• In which areas the government can take necessary steps for human resource development? <p>Then the students will form two different circles: half of the group will stand in a circle facing outward and the other half will forms a circle around them facing inward. Students will exchange their answers/views until the facilitator will signal the outer circle to move in one direction so that the students will have a different partner with whom to exchange. They will be given 1 minute with one partner then the facilitator will say pass and the outer circle will move.</p> <p>After finishing the circle, the students will present their answers in the class.</p> <p>The facilitator will also will show videos and pictures of IIT (Indian Institute of Technology) Guwahati, NIT(National Institute of Technology) Silchar, Tezpur Central University, Gauhati University, Jorhat Engineering college, College of Fisheries Science, Assam Medical College, Assam Agriculture University, Jorhat and discuss the main functions of these institutes.</p> <ul style="list-style-type: none">• The facilitator will take students in visit to a nearby government health centre, there the students will meet the health workers and discuss the healthcare services they provide to the people. They will also discuss the challenges or problems which the
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	<p>health workers face.</p> <p>The facilitator will also take the students in visit to a nearby „Fair price store“ and discuss with the shop owner regarding the prices of commodities and how they are distributed among people.</p> <ul style="list-style-type: none"> • The facilitator will help the students in writing a concept map on the RTE (Right to Education) ACT 2009.
Drawing inference	<ul style="list-style-type: none"> • The students will write down the challenges or the problems of human resource development. • The students will write the suggestions of removing the problems of human resource development. • The students will write how does the health centre and hospitals help in human resource development? • The students will make a note on the importance of Fair price store in human resource development.

C.Lesson steps: Conclusive phase

Conceptualization	<ul style="list-style-type: none"> • The students will discuss in groups and write a note on how they develop themselves into a human resource. • On the basis of the visit to the government health centre, the students will write the problems which the health workers face and suggest the measures which the govt. can take to solve the problems. • Students will discuss in groups and write down any other obstacles of human resource development other than the mentioned ones in the text.
Connecting to real life	<ul style="list-style-type: none"> • The students will prepare some questions with the help of the facilitator and do an interview with the people of their neighborhood on whether they prefer government hospital or the private ones and why? • The students will also do a small survey in their neighborhood on their perception towards the Fair Price store. • The students will try to find people who have worked or

	<p>working under the MGNREGA (Mahatma Gandhi National Rural Employment Guarantee Act) in their neighborhood and record their perception towards it.</p> <ul style="list-style-type: none"> • The facilitator will tell the students the story of Human rights activist <i>Padmashri</i> Birubala Rabha through a video. Birubala Rabha is famous for her fight against Witchcraft and Witch hunting, one of the dominant superstition among people in Assam. <p>Source: https://www.youtube.com/watch?v=CzOaInlUk6A</p>
Extended Learning	<ul style="list-style-type: none"> • The students will write a note on how far the government has been successful in human resource development? • The students will give their suggestions on what more can be done to accelerate human resource development? • The students will also write if they had or have any superstition? • As a student how they can help in human resource development?
Assessment	
The teacher will assess the students on the basis of their write ups, survey, interview and observing them in class discussion.	

EXPERIENTIAL LEARNING LESSON PLAN: SOCIAL SCIENCE

Class: VIII

Unit: Economics

Topic: Consumer Awareness, Rights and Protection

Learning Outcome	The students will be able to <ul style="list-style-type: none">• Define the meaning of Consumer• Explain the importance of consumer in the economic system• Describe how the consumers are cheated• Promotion of consumer awareness to prevent fraud• Discover consumer protection organizations, laws and consumer forum
Time required	

A. Setting the stage for learning

Pre-activity phase	The facilitator will prepare all the materials needed for the class.
Check for prior knowledge	The facilitator will ask the students <ul style="list-style-type: none">• What do you understand by market?• What is the difference between markets in earlier times and markets in present time?
Resources required	SCERT book, chart paper, color pencils, adhesive.

B. Implementation of lesson plan - Stage 1 Preliminary phase

Sparking curiosity	<ul style="list-style-type: none">• What will happen if demand of a product is high but production is low?• What are the factors on which production of a commodity is dependent?
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	<ul style="list-style-type: none"> • How consumers are cheated and why?
<p>Providing experiences</p>	<p>To understand the functions of the economic system, the facilitator will ask some of the students to do a role play in the classroom.</p> <p>One student no. 1 will play the role of a farmer who grows potatoes in his farm; here the farmer is the „producer“ of potatoes. Student no. 2 and 3 will play the role labors in the farm of the farmers. The amount of money and labor which the farmer has used to produce potatoes can be called „investment“. Then, the farmer will go to the market and sell his potatoes to another student, here the farmers also become the „seller“ and the other student becomes the „buyer“ or the „consumer“ of the potatoes. The process of trading potatoes between the two is called „exchange“. When the farmer gives the money in terms of wages or salaries to the laborers or any other factors related to the production of the potatoes is called „distribution“.</p> <ul style="list-style-type: none"> • To explain how consumers can be cheated the facilitator will present a case of an individual named Ravi <p>Ravi is a young man who lives with his mother, most of the time Ravi do the all the essential shopping for his home. One day Ravi went to the market to buy some groceries and other things. In the grocery shop he bought rice, when the shopkeeper was weighing the rice, Ravi did not pay attention to the weighing scale and the shopkeeper got the chance to give Ravi 2.5 kg rice instead of 3 kg and took money for 3 kg rice. Ravi the bought 1 liter mustard oil which was not pure, it was adulterated and was a duplicate of a famous company. The quality of the mustard oil was very low. Then Ravi bought a shampoo which was actually expired but a new label of manufacturer and expiry date was pasted on the date of expiry to hide it. Ravi also bought soap where a new and high price label was pasted on the original price label of the soap. He also bought some noodles with a fake trademark. Ravi did not pay any attention to all these things while buying; he blindly trusted the shopkeeper and did not look at the products he bought. After</p>

he was finished buying and paying he did not even took the receipt from the shop.

When he returned home, he was delivered an appointment letter from a company by the peon, the letter actually was to be delivered a week ago but the peon did not deliver it on time. This incident caused Ravi to lose the job because date of joining was already gone.

- The facilitator will bring two packets of Biscuits in the class; one biscuits is manufactured in Delhi another one is manufactured in Assam. The MRP (Maximum Retail Price) of both the packets is 20 rupees. The facilitator will show the students how they can look for the location/ place of the manufacturer of any product. The facilitator will also explain how they can bargain on MRP of any product if the product is made in their state/ territory.
- The facilitator will bring some product in the class such as a packet/ bottle of mustard oil, electrical products, any golden jewelry and a bottle of Jam. Then the facilitator will ask the students to find out the AGMARK, ISI, HALL MARK and FPO Mark in these products. The students will try to figure out which trademark is for kind of products.
- To explain when, how and where a consumer can file a complaint against any kind of cheating or grievances they face while buying any products or service, the facilitator will present a case/incident in the class involving cheating. Then the facilitator will explain step by step procedure for filing a complaint.
- The students will form groups of 5 and will prepare some slogans for consumer awareness and they will hang those posters of slogans in the school corridors and classroom walls.

Drawing inferences	<p>The students will write: -</p> <ul style="list-style-type: none"> • The reasons why consumer awareness is necessary? • The practices of deceiving customers. • The different consumer rights. • Why we should always ask for receipt while buying any good?
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C. Lesson Step: Conclusive phase

Conceptualization	<p>The facilitator will divide the students in groups and ask them to discuss what kinds of people are easily deceived by the seller?</p> <p>What consequences the buyers may face if they do not check the quality of a product they buy?</p> <p>What steps the consumers can take if their rights are violated?</p>
Connecting to real life	<ul style="list-style-type: none"> • The students will be asked to interview their neighbors if they have ever been deceived as a consumer and if yes, what steps they took to get justice? Then the students will discuss their interview results in the class. • The students will again go to their neighbors and make them aware of consumer rights and how they can check the quality of any product. The students can do this in groups if they come from the same locality/village.
Extended Learning	The facilitator will discuss some popular cases of deceiving consumers and how they got justice.
Assessment	
The students will be assessed on the basis of their class work and the interview they will conduct in their neighborhood.	

EXPERIENTIAL LEARNING LESSON PLAN: SOCIAL SCIENCE

Class: VIII

Unit: Political Science

Topic: Fundamental Rights

Learning outcome	The students will be able to: <ul style="list-style-type: none">• Define the concept of rights• Define the concept of fundamental rights• Explain fundamental rights as provided by the constitution• Explain the necessity and importance of fundamental rights• Evaluate the limitation of fundamental rights
Time required	

A. Setting the stage for learning

Pre-activity phase	The facilitator will prepare all the necessary age-appropriate resources for the lesson. The facilitator will also take permission from the school administration to perform a role in the school premise.
Check for prior knowledge	The facilitator will ask the students: - <ul style="list-style-type: none">• Have you heard the word, 'right'? What do you understand by rights?
Resources required	SCERT book, chart paper, color pencils, adhesive.

B. Implementation of lesson plan - Stage 1 Preliminary phase

Sparking curiosity	Students will be asked: - <ul style="list-style-type: none">• What will happen if children are not allowed to get education? The facilitator will tell the students about North Korea where there is no freedom of religion and no right to equality.
Providing	<ul style="list-style-type: none">• The facilitator will help the students to carry out a role play

<p>experiences</p>	<p>to understand the fundamental rights given in the Indian constitution.</p> <p>The facilitator will ask the students to come forward voluntarily to participate in the role play. Then facilitator will give a brief description of the role play in which they are going to participate. Then the facilitator will introduce the different roles which are the part of the role play.</p> <p>So the scenario of the role play is-</p> <p>In a village there are some families who are considered as lower caste by the rest of the villagers. A boy named Ramesh, from one of the so called lower caste families wanted to earn some money by working in a fast food shop in the village marketplace, to support his educational expenses as he is studying in a local college. But as he belongs to lower class family no one from that village wants to eat from that shop. Only the people of his community eat from that shop.</p> <p>One day-</p> <p>One villager to Ramesh: How dare you to work in this shop; nobody will eat food which is cooked by your community.</p> <p>Ramesh: but why? Why this discrimination?</p> <p>2nd villager: because you belong to a lower caste and we are higher caste people. Eating food cooked by you will be a sin.</p> <p>Ramesh: on what basis you can tell that we belong to the lower caste and eating food cooked by us will be a sin? In this modern era of science and technology how could you still believe and practice such meaningless things?</p> <p>3rd villager: this has been practicing by all since ancient times, you cannot change this.</p> <p>1st villager: yes, no one can change this; also you don't follow our religion and tradition. Your culture is different from ours.</p> <p>4th villager: you will never be considered as one of us. We are not equal.</p> <p>Ramesh: but the constitution of India has given its entire citizen the</p>
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right to equality. We all are equal in the eyes of law. You cannot discriminate any person based on caste, religion, community and language, or else we can take the help of the law.

In another scene, a girl named sheela works as a domestic help in a rich family. She is only 12 years old and belongs to a poor family. One day Some social workers go to Sheela's parents and explain to them that government has given free education to children up to 14 years of age under Right to Education Act. So they can send sheela to school instead of letting her work in others house, which is illegal also.

One day, the head of the family, Ravi was scolding Sheela for not able to work properly.

Ravi (angrily): I told you clearly that you need to get these work done by 9 in the morning every day. You are such a lazy girl.

Sheela (crying): I am very sorry master, I am not feeling well, and I think I have caught cold, that's why I could not complete the works. Can you please get me some medicines?

Ravi: Don't lie, I know that you are lazy that is why you are making this up. If you don't work, I will not give you food and also no money will be given to you family.

Sheela cries and cries no one in that house listens to her; instead, Ravi's wife beats her up badly.

Sheela: I beg you, please don't hit me, I will work.

At that time Sheela's mother goes to Ravi's house and tells him that she wants to take Sheela home so that she can also attend school.

Sheela' mother: I want to take her home; she will also go to school like other children.

Ravi: she can't go, I am paying you for her labour, now you cannot just come and take her. There is no need to let girls go to school. Anyway, they have to get married and cook in the kitchen, take care of children.

	<p>Sheela's mother: I made a huge mistake by letting her work in your home for little money, now I want her to get what she deserves.</p> <p>Ravi: go away, do whatever you want but you cannot take her.</p> <p>Then Sheela's mother with the help of those social workers, files a complaint in the police station. Then they bring Sheela home. After that from the next day she goes to school along with other children.</p> <p>After the role play, the facilitator will moderate a discussion in the class on the fundamental rights.</p> <ul style="list-style-type: none"> • The facilitator will ask the students to discuss in the class if they have seen such discrimination in their neighborhood/ movies/ news etc.
Drawing inferences	<ul style="list-style-type: none"> • The students will be asked to write how people are discriminate in our society? • The students will make a concept map on the fundamental rights given in the Indian constitution. • The students will write why do they need fundamental rights in their life?

C. Lesson Step: Conclusive phase

Conceptualization	<ul style="list-style-type: none"> • The students will perform the role play which was performed in the class; in front of all the students from different classes to create awareness of fundamental rights. • The students will be divided in groups and they will make posters on all the fundamental rights and hang those posters in the school building or outside the classroom so that every student can see.
Connecting to real life	<ul style="list-style-type: none"> • The students will visit their neighborhood and interview the people on fundamental rights. They will try to assess perception of people towards discrimination, their awareness of fundamental rights, how and where to approach if their rights are violated, if they have ever faced any such discrimination or have seen in their life. • The students will try to find out if any children in their locality

	<p>are dropped out of schools or never been to school and are working as domestic help or in any shop, factory, hotels and tea garden etc. If the students find any such children, they will try to talk to them to know their situation. After that with the help of the facilitator they will try to convince those children and their parents so that they can go to school as well.</p>
Extended Learning	<ul style="list-style-type: none"> • The students will write their views on why people violate the fundamental rights and why people don't stand or fight for their rights? What can be the reasons for this? • The facilitator will show some newspaper clips and video clips on violation of different fundamental rights in India.
Assessment	
<p>The students will be assessed using rubrics and on the basis of their participation on classroom discussion and assignments.</p>	

APPENDIX- 2

Achievement Test in Social Science

Class: VIII Time duration: 2 hour

Total Marks: 60

Name:	Gender:
Roll No:	School:

Directions:

Answer the following questions (Q. Nos. 1 to 15) by selecting the correct/most appropriate options.

1. Why does the scarcity of usable land is increasing day by day? 1 Mark
 - a. Increasing population
 - b. Land slides
 - c. People prefer rural areas for living
 - d. Land costs are increasing.

2. A boy named Ramesh has a small vegetable garden in his home but due to scarcity of water his plants are not growing. From the following, Tick ✓ the right way through which he can water his plants and at the same time can save water. 2 Marks

- a) Ramesh can bring water from neighbor's house
- b) Ramesh can use leftover water after washing vegetable.
- c) Ramesh can harvest rain water and use it.
- d) Ramesh can buy water bottles.

3. In which pattern, a settlement is clustered together around a place with various facilities? 1 Mark

- a. A dispersed pattern
- b. A Nucleated pattern
- c. A linear pattern
- d. A circular pattern

4. From the following select ✓ the correct reason for which rural and urban settlement are interdependent on each other- 1 marks

- a) Agricultural raw materials
- b) Water
- c) Culture
- d) Nature

5. Choose the correct sentence- 1 Mark

- a) The *Ahom* kingdom was founded by Suhungmung in 1228
- b) The *Ahom* kingdom was founded by *Sukaphaa* in 1228
- c) The *Ahom* kingdom was founded by Sukhrungphaa in 1226

d) The *Ahom* kingdom was founded by Subinpha in 1228

6. Which architectural contribution of *Ahom* kingdom can be compared to the Pyramids of Egypt? 1 Mark

- a. Rang ghar
- b. Kareng ghar
- c. Shiva dol
- d. Maidams

7. The Manchester of Assam or „*Bastra Nagari*’ is 1 Mark

- a. Nalbari
- b. Goalpara
- c. Jorhat
- d. Sualkuchi

8. The revolt of 1857 is also called „*sepoy mutiny*’ because choose the

Correct answer from the following- 1 Mark

- a) The soldiers were forced to eat cow and pig meat
- b) The revolt was first started by the ‘*sepoys*’ or the soldiers.
- c) The soldiers were forced to travel abroad
- d) None of the above

9. The soldiers did not want to use the cartridge because choose the correct

answer 1 Mark

- a) The cartridges were not easy to open
- b) They were not allowed to open the cartridges
- c) There was a rumour that the cartridges were greased with cow and pig fat

d) The cartridges were stinky.

10. Identify the incorrect sentence from the following- 1 Mark

- a) India became fully British colonized after the battle of Plassey and industrial revolution in England.
- b) After the revolution of 1857, the control of India was transferred to the queen of England.
- c) In 1828, Kondorpeswar Singh rebelled against British.
- d) Mangal Pandey was the first martyr of 1857 revolt.

11. The following problems arise when the government does not take care of food safety- select the right answer. 1 Mark

- a) Adulteration of food
- b) More exportation of food
- c) Lack of food items
- d) Low price of food

12. AGMARK is used in 1 Mark

- a. Gold
- b. Electrical products
- c. Juice
- d. Butter

13. Choose the correct answer- 1 Mark

The fundamental rights can be suspended during

- a. If a person is found guilty in a crime
- b. Fundamental rights can never be suspended
- c. Fundamental rights can be suspended during national emergency.

d. Fundamental rights can be suspended whenever the president of the nation wants.

14. Select the correct difference between Rural and Urban settlement and mark ✓ 1 Mark

a. Communication and transportation facilities are better in rural areas than the urban areas.

b. In rural settlement main source of livelihood is agriculture but in urban settlement the main sources of earning are industries, commerce and trade.

c. In rural settlement number of vehicles are high than urban settlement.

d. Compared to urban settings, rural communities frequently provide greater chances for work, healthcare and education.

15. Lawyer, Banker, Teaching, Singing etc. comes under- 1 Mark

a. Primary occupation

b. Secondary occupation

c. Tertiary occupation

d. Quaternary occupation

Directions: Answer the following questions (Q. Nos. 16 and 17) by putting the correct/most appropriate options in right column.

16. Classify the following resources in renewable and non-renewable category of resources. 2 Marks

Water, Coal, Petroleum, Air, Natural gas, Fossil fuel, Nuclear energy, solar energy, Soil, Tidal energy, Plants

Renewable	Non- renewable

17. List out the following characteristics in Lowland and highland settlement-2 Marks

- a) Population density is high
- b) Population density is low
- c) Easy accessibility of communication and transportation
- d) Communication and transportation is not easily accessible
- e) Shifting or '*Jhoom*' cultivation is practiced
- f) Number of industries and institutions are high
- g) Temperature is relatively low

Highland settlement	Lowland settlement

Directions: Answer the following question (Q. Nos. 18) by putting appropriate symbols along with place name on the given map.

18. Put the names of place on the following map where coal and petroleum can be found, and use symbol Δ for coal along with place name and use symbol \square for petroleum along with place name. 4 Marks

- a. Two places for coal
- b. Two places for Petroleum



Directions: Answer the following questions (Q. Nos. 19 and 20) by identifying the pictures and writing the names in the given space.

19. Identify the following pictures and write the names-

2 Marks



a.

Name.....



b.

Name.....

20. Identify the following pattern of settlement and write the name-

1 Mark



Name.....

Directions: Answer the following question (Q. Nos. 21) by identifying the different types of pollution you can see in the pictures and writing the names in the given space.

21. What are three different types of pollution you can see in the following picture?

Write down the names-

3 Marks



i).....

ii).....

iii).....

Directions: Answer the following questions (Q. Nos. 22 to 29) by identifying the True and False statements and put ✓ mark wherever applicable.

22. People shift place for cultivation in highland. True/False 1 Mark
23. The „*Saikia*’ in Ahom kingdom was in charge of thousand „*Paiks*’. True/ False
24. Superstition is not a problem of human resource development. True/ False 1 Mark
25. Consumer protection act is applicable while buying Gold not in buying mustard oil. True/False 1 Mark
26. A seller can charge customer more than MRP (Maximum Retail Price). True/False 1 Mark
27. Every type of consumer is important for the development of the nation. True/ False 1 Mark
28. In India citizens can be forced to follow a certain religion. True /False 1 Mark
29. Right to property is a fundamental right. True/False 1 Mark

Directions: Answer the following questions (Q. Nos. 30 to 33) by filling in the blanks.

30. Various forms of exploitation leads to in the society. 1 mark
31. Nutritious food and proper education is necessary for 1 mark
32. Women's status during *Ahom* period was 1 Mark
33. Commercial exchange wasduring medieval period. 1 Mark

Directions: Answer the following question (Q. Nos. 34) by arranging the given the historical moment chronologically from oldest to newest.

34. Arrange the following chronologically, from oldest to newest- 1 Mark Treaty of Yandaboo, battle of Plassey, Pathorughat war, Phuloguri Dhawa, Transfer of India's governance to Queen Elizabeth. 1 Mark

Directions: Answer the following questions (Q. Nos. 35 to 45) by writing the answers in short.

35. Write one difference between Conventional and non- conventional sources of energy. 1 Mark

Ans:

36. Why do some people migrate from villages to town areas? Write 1 reason 1 Mark
Ans :

37. Write one characteristic of Kachari kingdom's architecture and sculpture.
1 Mark

Ans:

38. Why did the Ahoms introduce the *Paik* system? 2 Marks

Ans

39. What was the reason behind peasant movement in Assam? And what makes peasant movement of Assam different from the peasant movement of South India, Bengal and Bihar? 2 Marks

Ans

40. Mention one activity of British which made the Indian people skeptical from religious point of view. 1 Mark

Ans:

41. What was the result of Sepoy mutiny? 2 Marks

Ans:

42. Write one reason for superstitions among people. 1 Mark

Ans:

43. Meena's parents do not let her go to the school and force her to work as a daily laborer in a nearby brick factory. Does any fundamental right have been violated here? If yes then write the name of the fundamental right which has been violated here?

2 Mark

Ans:

44. Suppose you have bought a computer from a store in your city and the computer comes with one year warranty coverage, which clearly states that if some software problems occur in using the computer during warranty period, they will repair it, free of charge. After six months of using the computer, you are facing some software trouble in using the computer, but when you went to the store to get the computer repaired, the store denied you the free service. In this situation where and how will you file the complaint against the store for cheating you? 2 Marks

Ans:

45. How consumption and production is dependent on each other? 2 Marks

Ans:

APPENDIX-3

REACTION SCALE TOWARDS EXPERIENTIAL LEARNING APPROACH USED BY THE RESEARCHER

S.L no	Statements	Strongly Agree (SA)	Agree (A)	Undecided	Disagree (DA)	Strongly Disagree (SDA)
1	I understood the concepts clearly through the experiential learning activities					
2	Lot of time was wasted during the activities					
3	My communication skill has been improved through various activities such as Drama, role-play, think-pair and share etc.					
4	In the class we got adequate opportunity for the use of newspaper, videos, magazines & other printed materials					
5	My relationship with peer group has been improved because of experiential learning activities provided in the class					
6	The way in which the lesson has been presented increased my curiosity					
7	Multimedia shown in experiential learning class were not interesting and helpful					
8	Experiential learning helped to co-operate with my friends and to do group activities					

9	The activities given in experiential learning class were boring					
10	My needs and interests were not taken care of during experiential learning class					
11	The directions provided by the facilitator during the activities were clear					
12	The activities were no conducted smoothly in the class					
13	I was not provided with enough time for completing the activities such as Think-pair-share, Projects, presentation and self-surveys					
14	I was not given equal opportunities or chance during presentations and group discussions					
15	I was given required instructions while doing activities					
16	The projects and self- surveys were very complicated to do					
17	I could learn Social science easily through experiential learning activities					
18	Through self-survey and projects could get to know my neighborhood properly					
19	The materials needed for the activities were not enough					
20	The field visit created chaos among the students					

REUSABLE BOOKLET
OF

GROUP TEST OF INTELLIGENCE
[P G T I] A
(For 9 to 13 Years)

Dr. (Mrs.) Pramila Ahuja
(Retd.)

Central Institute of Indian Languages
MYSORE



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Estd. 1971

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NATIONAL PSYCHOLOGICAL CORPORATION

4 / 230, KACHERI GHAT, AGRA - 282 004 (U.P.) INDIA

INSTRUCTIONS

- A. Do not open or turn any page of this Booklet unit you are told to do so.
- B. Do not make any mark in this Booklet and handle it with care.
- C. Answers are to be marked on the separate Answer Sheet provided.
- D. Place this Booklet to your left and the Answer Sheet to your Right.
- E. On the separate Answer Sheet, write your name and other required in formations in the proper spaces.

GENERAL INSTRUCTIONS

- 1. There are seven tests in this booklet. Each test will be taken one by one. Necessary instructions for marking the answers are given and explained with the aid of Practice Examples. Be sure that you understand how to work out the problems.
- 2. Indicate your answers by marking a cross in the space corresponding to the correct answer in the separate ANSWER SHEET provided.
- 3. For every Test problem five possible answers are given. Where you mark a cross that would be considered your answer. Put one cross mark only otherwise it would be treated as incorrect.
- 4. If you make a mistake, do not erase your mark. Put a circle around the cross and mark the correct answer space.
- 5. Do not spend too much time on a single Test Problem. If it is difficult for you, leave it and proceed further.
- 6. For each test you will be instructed when to begin and when to stop. At the expiry of the time-limit when you are instructed to stop, put down your pencil or pen immediately and turn over the page.
- 7. Work quickly, but try not to make mistakes.
- 8. Get your doubts cleared before the start of each test, but once the test starts, you are not allowed to ask anything.
- 9. Do not any marks in this BOOKLET.
- 10. All these instructed are to be strictly observed.

NEW LOOK AT PAGE 3

TEST I
PRACTICE EXAMPLES

DIRECTIONS : Arrange the following letters in such a way that all the letters are and a sensible word is formed.

PRACTICE EXAMPLES :

1. U-N-G

A. Get B. Nut C. Use D. Gum E. Gun

The given letters in the first Practice Example are U-N-G. These are to be arranged in such a way that a sensible word is formed. Look at the five possible answers which are at A, B, C, D and E. The correct answer is at E. On your ANSWER SHEET at the space meant for Test I Page 3 (Practice Examples) in the first column, against first Practice Example a cross has been marked on E.

2. K. D. A. R.

A. Race B. Ride C. Dear. D. Dark. E. Darn

The correct answer is Dark which is at D. On your ANSWER SHEET against second Practice Example (Test Page 3) Mark a cross on D.

3. E-P-R-P-A

A. Eager B. Prior C. Paper D. Prose E. Price

The correct answer is at C. Against third Practice Example mark it yourself.

Now read the following instruction :

- (i) Be sure and understand how to work out the problems. When you are asked to begin, you are to work 10 test problems like those above.
- (ii) Remember that you have to mark a cross on any one of the five given answers. If you have at any time marked a wrong answer, encircle it and mark the other answer.
- (iii) Get your doubts cleared right now only. When the test begins, you are not allowed to ask anything.
- (iv) Do not make any mark in this BOOKLET and handle it with care.
- (v) You are to mark 10 Test Problems given on page 4. Answer are to be marked on the ANSWER SHEET at the space meant for this test (Test I Page 4).
- (iv) You will be given THREE minutes for this test.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO

TEST I

(Time : 3 Minutes)

TEST PROBLEMS

1. O-S-M-E-U

- A. Mouse B. Usage C. Enemy D. Ounce E. Sound

2. R-E-T-G-A

- A. Green B. Grant C. Grasp D. Great E. Greet

3. R-D-M-A-E

- A. Drama B. Drink C. Dream D. Dress E. Drawn

4. R-W-O-R-O-S

- A. Slowly B. Shower C. School D. Sorrow E. Sooner

5. E-Y-M-O-R-M

- A. Merely B. Memory C. Mondy D. Moment E. Murmur

6. E-L-A-H-H-T

- A. Hearth B. Handle C. Height D. Helper E. Health

7. L-O-L-O-F-W

- A. Looker B. Willow C. Follow D. Office E. Offset

8. H-N-A-E-G-C

- A. Change B. Cheque C. Chance D. Cheese E. Cancel

9. O-U-H-G-H-T-T

- A. Through B. Thought C. Ghostly D. Thrower E. Unearth

10. B-L-E-R-U-T-O

- A. Tourist B. Lecture C. Trouble D. Routine E. Butcher

STOP HERE

TEST II PRACTICE EXAMPLES

DIRECTIONS : In each of the lines below the first two words are related to each other in some way. What you are to do in each line is to see what the relation is between the first two words and find out that word which is related in the same way to the third word.

PRACTICE EXAMPLES :

1. Water is to Thirsty as Food is to :

A. Eat B. Sleepy C. Hungry D. Poor E. Beggar

The correct answer is at C because Hungry belongs with Food just as Thirsty belongs with Water. Now look at the first column of the ANSWER SHEET (Test II Page 5), against first Practice Examples a cross has been marked on C.

2. Book is to Read as Pen is to :

A. Pencil B. Nib C. Ink D. Write E. Paper

The correct answer is at D Mark it Yourself.

3. Bread is to Eat as Milk is to :

A. Cow B. White C. Butter D. Cheese E. Drink

The correct answer is at E Mark it yourself.

In this way you are to mark 16 Test Problems given on page 6. Answer are to be marked on the ANSWER SHEET at the space meant for this test (Test II Page 6.). You will be given THREE Minutes for this test.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO

TEST II
(Time : 3 Minuts)
TEST PROBLEMS

1. January is to February as November is to :
A. May B. April C. December D. October E. June
2. Smell is to Nose as Taste is to :
A. Tongue B. Throat C. Mouth D. Lips E. Teeth
3. Aeroplane is to Air as ship is to :
A. Cargo B. Sailor C. Passenger D. Water E. Sail
4. Cruel is to Harsh as Generous is to :
A. Rich B. Needy C. Kind D. Pity E. Saint
5. Lion is to Animal as Mosquito is to :
A. Malaria B. Disease C. Fly D. Bite E. Insect
6. Fish is to Swim as Snake is to :
A. Creep B. Walk C. Fly D. Bite E. Hiss
7. Desert is to Sand as Sea is to :
A. Salt B. Water C. Ship D. Waves E. Pearl
8. Dog is to Kennel as Lion is to :
A. Forest B. Fearful C. Roar D. Den E. Beast
9. Honey is to Sweet as Lemon is to :
A. Taste B. Squash C. Bitter D. Sour E. Yellow
10. 9 is to 81 as 7 is to :
A. 14 B. 28 C. 49 D. 63 E. 21
11. High is to Low as Above is to :
A. Up B. Below C. Under D. About E. Between
12. Flower is to Plant as Fruit is to :
A. Tree B. Eat C. Sweet D. Ripe E. pluck
13. Good is to Better as Bad is to :
A. Ugly B. Worse C. Dirty D. Best E. Worst
14. Fan is to Air as Stove is to :
A. Metal B. Light C. Use D. Burn E. Heat
15. 40 is to 10 as 12 is to :
A. 2 B. 48 C. 4 D. 49 E. 3
16. Cloth is to Shrink as Rubber is to :
A. Rub B. Tube C. Expand D. Shoe E. Pencil

STOP HERE

TEST III
PRACTICE EXAMPLES

DIRECTIONS : Below five words are given. Of these, four words are related to each other in some way, but there is one such word which is absurd and has nothing to do with the remaining four words. You have to find out that word.

PRACTICE EXAMPLES :

1. A. Mango B. Apple C. Banana D. Onion E. Orange

Here the word 'Onion' at D has nothing to do with other four words. Now look at the first column of the **ANSWER SHEET** (Test III Page 7), against First Practice Examples a cross has been marked on D.

2. A. Wednesday B. August C. Thursday D. Friday E. Saturday

The correct answer is at B. Mark it yourself.

3. A. Train B. Tram C. Boat D. Jeep E. Bus

The correct answer is at C. Mark it yourself.

In this way you are to mark 16 Test Problems given on page 8. Answers are to be marked on the **ANSWER SHEET** at the space meant for this test (Test III Page 8). You will be given **THREE** minutes for this test.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO

TEST III
(Time: 3 Minutes)
TEST PROBLEMS

- | | | | | | |
|-----|----------------|-----------|---------------|--------------|--------------|
| 1. | A. Malaria | B. Health | C. Influenza | D. Cholera | E. Typhoid |
| 2. | A. Upper | B. Lower | C. Near | D. Inner | E. Outer |
| 3. | A. Hour | B. First | C. Minute | D. Second | E. Day |
| 4. | A. Rough | B. Track | C. Route | D. Road | E. Path |
| 5. | A. Saltish | B. Sweet | C. Bitter | D. Sour | E. Fresh |
| 6. | A. Hindi | B. Tamil | C. Gujrati | D. French | E. Marathi |
| 7. | A. Sleep | B. Cot | C. Bed sheet | D. Pillow | E. Quilt |
| 8. | A. Banjo | B. Guitar | C. Radio | D. Violin | E. Harmonium |
| 9. | A. Pretty | B. Decent | C. Beautiful | D. Bad | E. Handsome |
| 10. | A. Walk | B. Talk | C. Jump | D. Play | E. Run |
| 11. | A. Pomegranate | B. Grapes | C. Apple | D. Peach | E. Carrot |
| 12. | A. Honest | B. Loyal | C. Harmful | D. Faithful | E. Sincere |
| 13. | A. Often | B. Always | C. Frequently | D. Rarely | E. Usually |
| 14. | A. Stout | B. Smart | C. Honest | D. Active | E. Strong |
| 15. | A. Faulty | B. Sleepy | C. Drowsy | D. Lethargic | E. Lazy |
| 16. | A. Clove | B. Pepper | C. Chilli | D. Salt | E. Flour |

STOP HERE

TEST IV

PRACTICE EXAMPLES

DIRECTIONS : Below some disarranged sentences are given. Rearrange each sentence and write the sum of the letters which first and last word of each sensible sentence contains.

PRACTICE EXAMPLES :

1. Grass eat horses.

A. 9 B. 10 C. 11 D. 12 E. 15

The sensible arranged sentence would be 'Horses' eat grass. In this sentence the first word is HORSES which contain 6 letters and the last word is GRASS which contains 5 letters. The sum of the letters contained in first and last word $6+5=11$. Now look at the first column of the ANSWER SHEET (Test IV Page 9), against first Practice Example a cross has been marked on C.

2. City big a Bombay is.

A. 6 B. 5 C. 7 D. 3 E. 10

The sensible and correct sentence would be 'Bombay is a big city'. The sum of the letters contained in first and last word is $6+4=10$. Thus the correct answer is at E. Mark it yourself.

3. After Comes Thursday Friday.

A. 12 B. 13 C. 15 D. 14 E. 17

The sensible and correct sentence would be 'Friday comes after Thursday'. The correct answer is at D. mark it yourself.

In the way you are to mark 10 Test Problems given on page 10. Answers are to be marked on the ANSWER SHEET at the space meant for this test (Test IV Page 10). You will be given THREE minutes for this Test.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO

TEST IV
(Time : 3 Minutes)
TEST PROBLEMS

1. Way he lost his.
A. 7 B. 2 C. 5 D. 3 E. 6
2. Elders their should children respect.
A. 11 B. 15 C. 10 D. 12 E. 14
3. Replied rude very in a manner he.
A. 8 B. 7 C. 6 D. 2 E. 4
4. Wonderful a woman of is she ability.
A. 3 B. 11 C. 10 D. 7 E. 3
5. Well duty do your.
A. 4 B. 6 C. 2 D. 8 E. 15
6. As runs she fast I as.
A. 7 B. 5 C. 6 D. 4 E. 8
7. Best honesty the policy is.
A. 10 B. 9 C. 7 D. 5 E. 13
8. Steady wins and slow race the.
A. 9 B. 8 C. 10 D. 12 E. 19
9. Day a keeps an the apple away doctor.
A. 10 B. 13 C. 11 D. 6 E. 8
10. Motion in the is train.
A. 9 B. 11 C. 8 D. 6 E. 7

STOP HERE

TEST V
PRACTICE EXAMPLES

DIRECTIONS : In each row of word, find a word which means the Same or Opposite of the first word in the row.

PRACTICE EXAMPLES :

1. **Sit.....** A. Chair B. Swim C. Stand D. Play E. Sing

The first word in the row is SIT. From the five given words (Chair, Swim, Stand, Play and Sing), you have to find a word which may be either the **Opposite of** or the **Same as** the first word. The correct answer is at **C** because Sit means the **Opposite of** Stand. Now look at the first column of the ANSWER SHEET (Test V 11), against first Practice Example a cross has been marked on C.

2. **Look.....** A. Dance B. See C. Talk D. Read E. Tell

The correct answer is at **B** because Look means the **same as** See. Mark it yourself.

3. **Small.....** A. Doll B. Child C. Some D. Little E. Book

Small means the Same as little which is at **D** Mark it yourself.

In this way you are to mark 26 Test Problems given on page 12. Answers are to be marked on the ANSWER SHEET at the space meant for this test (Test V Page 12). You will be given FIVE minutes for this test.

Notice that the right answer may be either the Opposite of or the Same as the first word.

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TEST V
(Time : 5 Minutes)
TEST PROBLEMS

1.	New	: A. Good	B. Nice	C. Excellent	D. Old	E. Dirty
2.	Choose	: A. Distinguish	B. Take	C. Select	D. Get	E. Buy
3.	Import	: A. Exchange	B. Expert	C. Sell	D. Port	E. Export
4.	Heaven	: A. Sky	B. Earth	C. Hell	D. Palace	E. Picture
5.	Horrible	: A. Terrible	B. Fear	C. Danger	D. Battle	E. Struggle
6.	Cheat	: A. Refuse	B. Enemy	C. False	D. Bad	E. Deceive
7.	Fortunate	: A. Friend	B. Day	C. Palmist	D. Quick	E. Lucky
8.	Maximum	: A. Mature	B. Majority	C. Useless	D. Minimum	E. Less
9.	Profit	: A. Business	B. Merchant	C. Gain	D. Broker	E. Bargain
10.	Include	: A. Mix	B. Exclude	C. Expel	D. Insert	E. Put
11.	Victory	: A. Defeat	B. Happiness	C. King	D. War	E. Soldier
12.	Buy	: A. Receive	B. Take	C. Purchase	D. Get	E. Bring
13.	Suppose	: A. Say	B. Tell	C. Think	D. Imagine	E. Guess
14.	Certain	: A. Mist	B. Sure	C. Wish	D. Rain	E. Necessary
15.	Arrival	: A. Train	B. Destination	C. Departure	D. Station	E. Guest
16.	Optimist	: A. Sad	B. Saint	C. Disappointed	D. Pessimist	E. Sorrow
17.	Desire	: A. Wise	B. Went	C. Definite	D. Approval	E. Deserve
18.	Comedy	: A. Weep	B. Sorrow	C. Comfort	D. Tragedy	E. Cry
19.	Inferior	: A. Neglect	B. Superior	C. Narrate	D. Humble	E. Cry
20.	Artificial	: A. Perfect	B. Actual	C. Engaged	D. Official	E. Natural
21.	Deep	: A. Well	B. Pond	C. Shallow	D. Sea	E. Water
22.	Cheerful	: A. Happy	B. Pleasant	C. Moody	D. Clown	E. Smiling
23.	Familiar	: A. Great	B. Known	C. Friend	D. Follower	E. Pupil
24.	Proud	: A. Peacock	B. Mother	C. People	D. Hasty	E. Haughty
25.	Distinct	: A. White	B. Clear	C. Audible	D. Clean	E. Sweet
26.	Strange	: A. Peculiar	B. Funny	C. New	D. Similar	E. Stanger

STOP HERE

TEST VI
PRACTICE EXAMPLES

DIRECTIONS : Below are given some number series. In each of these one number has been omitted. You have to find out the omitted number from the five given choices.

PRACTICE EXAMPLES :

1. 3 4 (*) 6 7
A. 2 B. 8 C. 1 D. 9 E. 5

Here the number that has been omitted is 5. Now Look at the first column of the ANSWER SHEET (Test VI Page 13); against first Practice Example a cross has been marked on E.

2. 2 4 (*) 8 10
A. 14 B. 5 C. 6 D. 7 E. 12

The Omitted number is 6. Thus the series becomes 2.....4.....6.....8.....10. The correct answer is at C Mark it yourself.

3. 7 7 6 6 6 5 (*)
A. 6 B. 7 C. 8 D. 5 E. 9

The correct answer is at D Mark it yourself.

In this way you are to mark 16 Test Problems given on page 14. Answers are to be marked on the ANSWER SHEET at the space meant for this test (Test VI Page 14). You will be given FIVE Minutes for this test.

In all these series you would observe that there is a certain order or arrangement. The increase or decrease in the series is in a systematic manner.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO

TEST VI
(Time : 5 Minutes)
TEST PRBLEMS

1.	8 A. 13	10 B. 15	12 C. 14	(*) D. 11	16 E. 17	
2.	18 A. 41	81 B. 61	17 C. 51	71 D. 31	16 (*) E. 16	
3.	(*) A. 38	43 B. 63	48 C. 28	53 D. 33	58 E. 68	
4.	(*) A. 36	35 B. 7	28 C. 42	21 D. 49	14 E. 40	
5.	3 A. 24	4 B. 31	6 C. 9	9 D. 4	13 (*) E. 18	
6.	1111 A. 454	1114 B. 4411	1144 C. 4144	1444 D. 4441	(*) E. 4444	
7.	2 A. 13	3 B. 15	6 C. 16	7 D. 11	10 (*) E. 19	14
8.	9.8 A. 7.8	(*) B. 3.4	7.6 C. 8.7	6.5 D. 8.8	5.4 E. 8.6	
9.	5 A. 9	7 B. 7	6 C. 8	8 D. 5	(*) E. 6	9
10.	2 A. 64	(*) B. 81	25 C. 25	36 D. 16	49 E. 36	
11.	4 A. 11	12 B. 21	5 C. 3	(*) D. 16	6 E. 13	14
12.	10 A. 20	12 B. 12	15 C. 18	17 D. 23	(*) E. 19	22
13.	81 A. 5	(*) B. 2	1 C. 10	4 D. 6	1 E. 4	
14.	3 A. 24	12 B. 21	C. 18	6 (*) D. 9	9 E. 3	36
15.	5 A. 9	7½ B. 10	(*) C. 8½	12½ D. 9½	15 E. 11	
16.	1 A. 7	8 B. 11	C. 9	2 (*) D. 8	3 E. 10	8

STOP HERE

TEST VII
PRACTICE EXAMPLES

DIRECTIONS : One word has been left out of each sentence in this test. Choose the word that will make the best, the truest and the most sensible complete sentence.

PRACTICE EXAMPLES :

1. live in nests.

- A. People B. Animals C. Trees D. Birds E. Stones

The word that makes the best, truest and the most sensible complete sentence is BIRDS. Thus the correct answer is at D. Now look at the first column of the ANSWER SHEET (Test VII page 15), against first Practice Example a cross has been marked on D.

2. Cold weather come in the

- A. Morning B. Winter C. Sky D. Summer E. Night

The correct answer is at B. Mark it yourself.

3. We see only at day.

- A. Sun B. Stars C. Fire D. Light E. Frogs.

The correct Answers is at A. Mark it yourself.

In this way you are to mark 16 Test Problems given on page 16. Answers are to be marked on the ANSWER SHEET at the space meant for this test (Test VII Page 16). You will be given THREE Minutes for this Test.


DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO

TEST VII
(Time : 3 Minutes)
TEST PROBLEMS

1. The sun in the morning.
 A. sets B. hot C. moves D. rises E. shines
2. The flames of fire were high.
 A. black B. never C. very D. below E. exactly
3. It is better to than to beg.
 A. cry B. tell C. buy D. worry E. die
4. A newly born baby knows how to
 A. walk B. weep C. talk D. sing E. read
5. Try and try again, you will at last.
 A. get B. receive C. do D. succeed E. bring
6. No sensible person likes to
 A. cry B. sleep C. enjoy D. eat E. steal
7. Young people will become
 A. children B. old C. lazy D. obedient E. healthy
8. To be gentleman, one must have
 A. flat B. necktie C. suit D. character E. lady
9. Every has its capital.
 A. one B. country C. village D. city E. town
10. The branches of a tree must when the wind blows upon them.
 A. bend B. dry C. grow D. fly E. break
11. To be a poet, one must have
 A. garden B. education C. books D. friends E. imagination
12. Trees give shade for the of others.
 A. use B. need C. benefit D. help E. health
13. The rich are those who have
 A. wealth B. servants C. satisfaction D. food E. work
14. It takes to make a quarrel.
 A. none B. one C. easy D. two E. necessary
15. There is an old "A little knowledge is a dangerous thing."
 A. saying B. story C. man D. book E. fact
16. Courtesy costs nothing but it too much.
 A. takes B. gets C. pays D. runs E. expects

APPENDIX-5

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Prof. M. N. Palsane (Pune)
Anuradha Sharma (Agra)

Consumable Booklet
of
SHI-PS
(English Version)

Please fill in the following informations :- Date

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Name _____

Age _____ Class _____ Sex _____

Subject _____ Monthly Income _____

College/School _____

INSTRUCTIONS

Much of your success in the examinations depends upon the way you study your School/ College subjects. Following are the statements describing your habits of study. We wish to know your study habits so that we may help you in getting better marks in your examination. Your active cooperation, therefore, is absolutely needed.

Please read the following statements. Three alternatives are given for your answers, **Always or Mostly, Sometimes, Rarely or Never**. The example will help you in understanding the mode of answers. Example—

Always or Mostly **Sometimes** **Rarely or Never.**

• I take notes when I study.

If you take notes always, then select alternative and cross mark it, if you take note some-times, then select alternative and cross mark it, and if you rarely or never take notes, then select alternative and cross mark it.

There is no time limit, but give answer to all statements as honestly and carefully as you can within 20 minutes.

SCORING TABLE

Page	2	3	4	Level of Study Habit
Score				
Total				

Estd. 1971 ☎:(0562) 2464926

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Sr. No.	STATEMENTS	ALTERNATIVE			Score
		Always or Mostly	Some-times	Rarely or Never	
1.	I study everyday.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
2.	I study at a particular time of the day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
3.	I do my home work daily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
4.	If I have to study for a longer time, I take rest in between.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
5.	I have all the required books and other relevant materials of study with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
6.	For the time of study, I get disturbed by the surroundings at the time of the study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
7.	I develop automatic interest in the subject as soon as I start studying it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
8.	I realise the importance of the subjects for my future career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
9.	Other stray thoughts gradually flow in, as soon as I settle down for the study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
10.	I read the main points before I read the chapter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
11.	I take down notes while reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
12.	I try to recall the matter after reading it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
13.	I continue my reading despite the difficulties in understanding meaning of some of the words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
14.	I read very carefully in order to understand every point.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
15.	I never read silently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
16.	According to the importance and difficulty of the subject matter, I change and adjust speed of my reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
				Score	<input type="text"/>

Sr. No.	STATEMENTS	ALTERNATIVE			Score
		Always or Mostly	Some-times	Rarely or Never	
17.	I study figures and graphs very carefully while reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="00"/>
18.	During the classroom teaching, I take down notes very sincerely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="00"/>
19.	At home, I compare my class notes with the notes from the text books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="0"/>
20.	I take help of anybody if I do not follow anything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="0"/>
21.	I study the subject matter at home thoroughly before it is taught in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="0"/>
22.	I read books whenever I get free time whether at home or in the school/college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="00"/>
23.	I attend my classes regularly in time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="000"/>
24.	I frequently remain absent from class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="000"/>
25.	If a matter is to be learnt by heart, I read and memorize it part by part.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="000"/>
26.	I cram certain things without understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="000"/>
27.	I revise the subject matter from time to time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="000"/>
28.	I study in the library regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="000"/>
29.	During examination days also, I sleep as usual in the night.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="0"/>
30.	Before writing the answers to the questions in the examination, I read very carefully the entire question paper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="0"/>
31.	In the examination, I answer the question in their serial order.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="0"/>
32.	I divide the time according to the matter to be answered in respect of the number of questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="0"/>
Score					<input type="text" value=""/>

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Sr. No.	STATEMENTS	ALTERNATIVE			Score
		Always or Mostly	Some-times	Rarely or Never	
33.	Before examination, I read my own notes carefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
34.	I prepare for the examinations from the guides/notes available in the market.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
35.	I draw an outline of answers of each question, before writing answers to the questions in the examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
36.	I feel tense at the beginning of the examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
37.	After the examination, I realise that I have made some mistakes in the answers I have written or I have forgotten some important points.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
38.	I carefully record my examination results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
39.	I single out my weak subjects on the strength of my examination results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
40.	I try to make up my deficiency in the weak subjects to my best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
41.	I get disappointed, if the examination result is not favourable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
42.	I have a tendency to compare my marks with others after the results are declared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
43.	I think that I can improve fairly my study habits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
44.	I get guidance about proper study habit from my teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
45.	I will take advantage if a guidance programme in study habits is arranged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Score					<input type="text"/>

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Consumable Booklet of Study Habit Inventory (SHI-PS) English Version.



शिक्षा विभाग/DEPARTMENT OF EDUCATION
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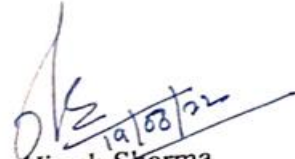
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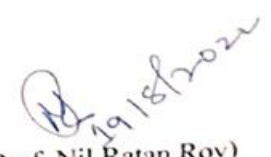
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TO WHOM IT MAY CONCERN

This is to certify that Ms. Puja Mushahari, Research Scholar of Department of Education, Tezpur University is doing her Ph.D under the guidance of Dr. Hitesh Sharma, Assistance Professor, Tezpur University. Her title for the research is "Effectiveness of experiential learning approach in social science in terms of achievement and reaction of upper primary students of Assam". For her research work, she needs to collect data in respective research area of Assam. Thus we are kindly requesting you to facilitate her by providing all the necessary information for the purpose of her research work.


Dr. Hitesh Sharma
Ph.D. Supervisor
Department of Education
Tezpur University


(प्रो. नील रतन रॉय/Prof. Nil Ratan Roy)
अध्यक्ष/Head
Department of Education
Tezpur University

To,
The Principal,
Hem Barua Higher Secondary School,
Ghoramari, 784105

Date: 13/10/2022

Subject: Permission for data collection for research purpose

Sir,

My name is Puja Mushahari and I am pursuing PhD in the department of Education in Tezpur University, Napaam. I would like to inform you that I am working on the topic "Effectiveness of Experiential Learning Approach in Social Science in terms of Achievement and Reaction of Upper Primary Students of Assam" and for which I need to collect data from the students by conducting an experiment on them. This data will be used for research purpose only.

Therefore I request you to kindly consider my application and allow me for collecting data from the students.

*Applicant
may be perm
without effect
normal class*

Yours faithfully
Puja Mushahari
Puja Mushahari
Research Scholar
Dept. of Education
Tezpur University
Napaam, 784028


Principal
Hem Barua H S School
P.O Ghoramari, Sonitpur

Pictures taken during teaching of the experimental group











Effectiveness of Experiential Learning Approach in Social Science in terms of Achievement and Reaction of Upper Primary Students of Assam

by Puja Mushahari

Submission date: 06-Aug-2024 05:13PM (UTC+0530)

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File name: Achievement_and_Reaction_of_Upper_Primary_Students_of_Assam.docx (875.99K)

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