Appendices
Appendices...

Appendix A-1

ENTRY BEHAVIOUR TEST

Student’s Name_________   Grade_______
Time: 1Hr.   School_______
Maximum Marks: 35

Instructions: -----

Kindly read the instructions carefully and write your answers on the space provided.
Do not make guesswork at all. You are advised not to spend too much time in one
question or on questions, which you might find a bit difficult.
There are thirty-five questions in all.

Section -A

Fill in the Blanks
1. There are _______ sectors in the economy. (1 mark)
2. India has a _______ economy. (1 mark)
3. Two States in Northern India are _______ and _______. (1 mark)
4. Two most populated States in India are _______ and _______. (1 mark)
5. USA has a _______ economy. (1 mark)

Section-B

Choose the right one
6. The main occupation of people living in Indian villages is
   (a) Agriculture.
   (b) Industry.
   (c) Railways.
   (d) None of the above. (1 mark)

7. Clothes are manufactured from villages
   (a) Directly.
   (b) Indirectly.
   (c) Can’t be known.
   (d) None of the above. (1 mark)
8. Large scale industries use
(a) Much capital.
(b) Less capital.
(c) Less raw material.
(d) None of the above. (1 mark)

9. Cottage industries are generally found in
(a) Urban areas.
(b) Villages.
(c) Slums.
(d) None of the above. (1 mark)

10. Identify from the choices given below, statement which best describes the meaning of a price rise
(a) An increase in the commodities.
(b) An increase in the price of one commodity.
(c) A continuous increase in the price level of the commodities for a long period.
(d) None of the above. (1 mark)

11. Which country in the world has maximum population?
(a) Russia
(b) USA
(c) India
(d) China (1 mark)

12. India holds the ________ position in the world population
(a) 3rd
(b) 1st
(c) 2nd
(d) None of the above. (1 mark)

13. According to Census 2001, the population of India is
(a) 102.70 crore
(b) 80 crore
(c) 116.90 crore
(d) None of the above. (1 mark)

14. Following are the reasons for increase in the price level, which one is not true
(a) Artificial shortage of commodities
(b) Hoarding
(c) Black Marketing
(d) Fall in prices (1 mark)
15. The following things are needed for the crops to grow, except
   (a) Fertilizers
   (b) Water
   (c) Land
   (d) Ice (1 mark)

16. The Indian farmers generally depend upon to water their fields
   (a) Tube-wells.
   (b) Rivers.
   (c) Monsoons.
   (d) None of the above. (1 mark)

17. The name given to the use of water for agriculture is
   (a) Sunlight.
   (b) Irrigation.
   (c) Migration.
   (d) None of the above. (1 mark)

18. Unemployment can be defined as
   (a) A situation where one person wants to remain unemployed.
   (b) A situation where a person is unable to find any job at the existing wage rate.
   (c) A situation where a person is able to find any job at the existing wage rate.
   (d) None of the above. (1 mark)

19. Name the State in India having the highest literacy rate
   (a) Uttar Pradesh
   (b) Madhya Pradesh
   (c) Maharashtra
   (d) Kerala (1 mark)

20. What is the name of a place in India, which receives the highest amount of rainfall in whole world called?
   (a) Khasi Hills, Cherra Punji and Mawsynram in Meghalaya State
   (b) Jodhpur, Jaipur and Punjab
   (c) Rann of Kachch and DehraDun.
   (d) Deosai Plain in Jammu and Kashmir and Ganga Nagar in Rajasthan State. (1 mark)

21. Natural resources of irrigation comprises the following, except
   (a) Rainwater
   (b) Rivers
   (c) Streams
   (d) Dams (1 mark)
22. Man-made sources of irrigation are the following except
   (a) Tube wells and other wells
   (b) Canals and dams
   (c) Tanks
   (d) Rainfall

23. Tube wells and other wells are found where the ground level of water is
   (a) High.
   (b) Low.
   (c) Moderate.
   (d) None of the above.

24. Bhakra Dam is built in the State of
   (a) Haryana.
   (b) Punjab.
   (c) Chandigarh.
   (d) New Delhi.

25. Most populated State in India is
   (a) Madhya Pradesh.
   (b) Bihar.
   (c) Uttar Pradesh.
   (d) Andhra Pradesh.

26. Which of the following is not a cereal?
   (a) Rice
   (b) Mustard
   (c) Maize
   (d) Barley

27. Name the State, which has the least population
   (a) Goa
   (b) Tripura
   (c) Sikkim
   (d) Nagaland

28. Profit is the difference between
   (a) Cost Price and Market Price.
   (b) Cost Price and Selling Price.
   (c) Market Price and Selling Price.
   (d) None of the above.

29. The agricultural production in India is less due to
   (a) Small land holdings.
   (b) Illiteracy of farmers.
   (c) Less sources of irrigation.
   (d) All the above.
30. Population Explosion means
   (a) High birth rate and high death rate.
   (b) High birth rate and low death rate.
   (c) Low birth rate and high death rate.
   (d) Low birth rate and low death rate. (1 mark)

31. In a country like India the increase in population is
   (a) Beneficial in the process of development.
   (b) Harmful in the process of development.
   (c) A reserve for strong army.
   (d) None of the above. (1 mark)

32. All the things, which we get from nature like land, water, minerals, forests, air, rain, sea etc. can be called
   (a) Land resources.
   (b) Gifts from land.
   (c) Natural resources.
   (d) Government’s gifts. (1 mark)

33. Due to rise in prices, the real wages of a worker
   (a) Increases.
   (b) Decreases.
   (c) Neither increases nor decreases.
   (d) None of the above. (1 mark)

34. With the increase in population, the employment opportunities also do not increase then there will certainly be the problem of unemployment and due to this
   (a) Nation will go poor.
   (b) Many social and economic problems will crop up.
   (c) Economic Progress will certainly stop.
   (d) We can’t take benefits from Nation’s resources. (1 mark)

35. Differentiate between goods and services. (1 mark)
Appendix A-2

BTMC Instructional Packages
(Lessons 1 to 10)
LESSON PLAN – 1

Economic Activities

FOCUS/OBJECTIVES

- **Knowledge** - The students will be able to describe the meaning of economic activities and other related economic terms.
- **Understanding** - After this lesson the students will be able to understand the different types of economic activities and will understand their structure.
- **Application** - The students will be able to apply their knowledge in real life situations and will understand the economic terms.
- **Attitude Formation** - The students will have a positive and constructive attitude towards the different economic activities and their role in the economy.
- **Communication Skill** - The communication skill of students to express the learning content will be enhanced.

PUBLIC CUES

An ordinary classroom nicely equipped with blackboard, chalks, duster and a pointer etc.

SYNTAX

**Phase I. Entry Behaviour:**

1. **Previous Knowledge Assumed (PKA).** Teacher assumes that students heard the terms of production, consumption, economy etc.
2. **Selection of Messages (SM).** She selects some messages that will be transmitted by her to students to start the topic by taking hint from students Previous Knowledge Assumed on the said matter.

**Phase II. Transactional Process of Communication.**

<table>
<thead>
<tr>
<th>SENDER (Teacher or Student)</th>
<th>RECEIVER (Student or Teacher)</th>
<th>COMMUNICATION COMPONENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher, “A very Good Morning to all students.”</td>
<td>“Good Morning, Ma'am”, students.</td>
<td>Teacher transmits this message orally to students and their responses will definitely depend upon how the non-verbal communication behavior (i.e. public as well as private cues) of the teacher at that moment.</td>
</tr>
</tbody>
</table>
### SENDER
(teacher or student)

"It's my first day in your class", teacher.
"I will not teach you, but together we will explore the subject of Economics".
"Do you have any idea about what actually Economics is?"

"You are absolutely right. It is one of the main economic problems of Indian economy", teacher.
"You're really smart kids. You yourself have chosen the very basic terminology to be explained", teacher.
"When all economic activities are carried out in a framework it is called an economy."
"All activities that give an income are called economic activities."

"O.K. In our daily life we came across terms like company, public sector, joint ventures etc. Even if we haven’t heard these terms, we know what is SBI, Hindustan Liver Ltd., Reliance Industries Ltd. etc.
"But these are enterprises.
"Let me explain this. An enterprise is one where a group of persons or a person is engaged in the production of goods or services which are meant for the purpose of sale."

### RECEIVER
(student or teacher)

"Ma’am, what will you teach us", students.
"No, but in last year we studied the chapter on population and our teacher told us it is one of the major problems of India."

"Ma’am, why you used the word ‘economic’ and what is meant by Indian economy?", students.

"Ma’am, what are economic activities?" students.

"Please explain in detail."

"Yes, we know that these are companies.
"What?"

### COMMUNICATION COMPONENT

*Communication context (history) should be the same for both (Field of Experiences).*

**ECONOMY**
When all economic activities are carried out in a framework it is called an economy.

**ECONOMIC ACTIVITIES**
All activities that give an income are called economic activities.

**ENTERPRISE**
An enterprise is one where a group of persons or a person is engaged in the production of goods or services, which are meant for the purpose of sale.
“Not only this, on the basis of ownership, enterprises is generally classified into three categories, that is, private sector, public sector and joint sector.”

“So retail, wholesale, manufacturing companies, farms etc. are examples of private sector enterprises.”

“Reliance Industries Ltd., Maruti Udyog Ltd. etc.”

“Public sector enterprises are just opposite to the private sector enterprises, because these are just opposite and run by the government.”

“SAIL (Steel Authority of India Ltd., Indian Oil Corporation, Bharat Sanchar Nigam Ltd. are some examples of public sector enterprises.”

“Third is the joint sector.”

“Definitely.”

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<table>
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<tbody>
<tr>
<td>“Ma’am, will you name some private enterprises?”</td>
<td>“May be it is the combination of the two sectors, you have just mentioned.”</td>
<td><strong>CLASSIFICATION OF ENTERPRISES</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Private sector</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Public sector</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Joint sector</td>
</tr>
</tbody>
</table>

**PRIVATE SECTOR**
It includes those enterprises, which are owned and run by individuals with the aim of making maximum profit.

**PUBLIC SECTOR**
Public sector enterprises are run by the government.
When both the government and the individuals from the private sector enter into agreements to run enterprises on partnership basis, they are referred to as joint enterprises. For example, Reliance Petro Chemical Limited (RPCL), Power Trading Corporation etc.

“So, these are the sectors which play an important role in economic activities.”

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<tr>
<td>(Teacher or Student)</td>
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<td>JOINT SECTOR</td>
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JOINT SECTOR
When both the government and the individuals from the private sector enter into agreements to run enterprises on partnership basis, they are referred to as joint enterprises.

Phase III. Performance Assessment
It will be done through Achievement Tests prepared by the investigator after the lesson has been delivered according to the Barnlund’s Transactional Model of Communication. (See Appendix A-4)

PRINCIPLES OF REACTION
The teacher is to function here as a facilitator where she is vigilant to examine what the children are doing in terms of the requirements of model. Teacher will help them to communicate more effectively with one another. During the flow of the lesson, the teacher will be supportive of the students’ hypotheses about the concepts. The most important reactions of the teacher will occur during the second and third phases. During the second phase the teacher’s task is to help the students to inquire, but not to do the inquiry for them. If the student has asked questions, she must turn the questions back to the students in such a way that they phrase their questions further and relate it to the problem situation.

The teacher can, if necessary, keep the inquiry moving by making new information available to the group and by focusing particular problem events or raising questions. During the third phase, the teacher’s task is to keep inquiry turned back onto the process of investigation itself. Thus, she should not respond to the behaviour which confuse or defend the inquiry from examination, but instead, should respond in such a way as to turn the students attention to their own processes of thinking and to the process which might be used in place of or in addition to that which they employ during phase two. She has to be careful that the identification of facts does not become the central issue, but at the same time she has to encourage a good level of thoroughness in the inquiry among the students. The teacher must create a facilitating physical and social atmosphere. Students must have the
opportunity to manipulate objects (Public Cues) and to freely exchange ideas in interactive situations.

**SOCIAL SYSTEM / STRUCTURE**

As Barnlund Transactional Model of Communication is based on the transactional process of communication where both the speaker and the listener will have equal say in the communication process. The question of passive listener is ruled out here. It is however true, that teacher formulates instructional objectives, decides about the instructional process to be carried out, in the lime light of the model of Communication.

The intellectual structure of the model is controlled by the teacher which in later stages will be transmitted up to the level of equal participation of students in model will move from high to moderate where the distribution of activities will be equally shared by the teacher and students. The students may and hopefully will initiate topics for discussion while leadership remains with the teacher, moral authority rests with the students. The students can express themselves freely and can make conclusions, the teacher is non-judgemental and will guide according to the situation arising. The system is more of a cooperative nature where maximization of retention is best obtained through communication process.

**SUPPORT SYSTEM**

An ordinary classroom nicely equipped with blackboard, chalks, duster and a pointer etc. Specific aids like charts and a model showing different sectors of an economy will be used. A teacher who communicates effectively is characterized by personal openness and has the requisite interpersonal and intra personal skills. The optimal support for this model depends upon this quality of the teacher. The teacher is a critical element here. Ideally, she must have a warm personality and is skilled in interpersonal relations as well as group discussion techniques. She must be able to create a climate of openness and non-defensiveness, yet at the same time guide the group towards behavioral evaluation, commitment and follow up.

**INSTRUCTIONAL AND NURTURANT EFFECTS**

The Barnlund Transactional Model Of Communication (BTMC) can accomplish several instructional goals, depending on the emphasis of the particular lesson. The model is designed to instruct students on communication skill strategies, development of interpersonal relations, effective group communication and simultaneously, achievement in subject or concepts. It nurtures understanding of facts and ideas, interpersonal relations, critical thinking and decision-making, verbal expressiveness as well as non-verbal communication. BTMC is specifically designed to increase the transactional process in communication. It also nurtures a spirit of cooperation and an ability to work with others in an inquiry. Since the activities are not prescribed but are determined by the learner as he or she interacts with the teacher and other students, the non-directive environment depends largely on its nurturing effects, with the instructional effects dependent on its success in nurturing more effective self-development. The model thus can be thought of as entirely nurturant in character; dependent on experiencing the non-directive environment even when carrying content and skills through specifically designed activity.

Participation in a group invariably creates a unique shared experience that fosters interpersonal understanding and a sense of community. Members learn about one another as each person reacts to the common event in his or her unique way. Individuals become actually aware of their dependence on the various perceptions of other group members.
The model helps individual to understand himself and take responsibility for his or her own development. This process will obviously have latent benefits for all kinds of social and academic functioning, however, its primary application is to further personal functioning in communication behaviour. Teacher plans some activities; she depends on the development of a climate that nurtures responsibility, openness and self-directedness.

The primary purpose of the model is to teach students how to reflect on the general inquiry, how to define their problems, how to work with others in exploring different ways of looking at them and how to conclude on the basis of the data as much possible. No claim however is made that the model will be more efficient for learning facts than any other given method. It just highlights one of the ignored components while teaching in the classrooms. The direct outcome is the ability to express oneself in social situations, stating feelings and desires.
LESSON PLAN – 2

Three Sectors of an Economy

FOCUS/OBJECTIVES

- **Knowledge** - The students will be able to describe about the various types of sectors and their interdependence in the economy.
- **Understanding** - After this lesson the students will be able to understand the importance of the various sectors and how they are inter-dependent on each other.
- **Application** - The students will be able to apply their knowledge in real life situations and will understand the economic terms.
- **Attitude Formation** - The students will have a positive and constructive attitude towards the different people working in different sectors of the economy.
- **Communication Skill** - The communication skill of students to express the learning content will be enhanced.

PUBLIC CUES

An ordinary classroom nicely equipped with blackboard, chalks, duster and a pointer etc. Charts and maps showing different sectors of an economy. (See Appendix A-4, L-2)

SYNTAX

**Phase I. Entry Behaviour:**

1. **Previous Knowledge Assumed (PKA).** Teacher assumes that students are aware of the fact that people engage in different economic activities carried on at different places.
2. **Selection of Messages (SM).** She selects some messages that will be transmitted by her to students to start the topic by taking hint from students Previous Knowledge Assumed on the said matter.

**Phase II. Transactional Process of Communication.**

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</table>
"Students, we came across with different activities of an economy which are going on different sectors. There is much to learn about the sectors of an economy."

Teacher, "We know the main occupation of people living in Indian villages is agriculture."

"Can we say that clothes are directly manufactured from villages?"

"O.K. We are also sure that in both the activities finance and insurance are required."

Teacher, "Well students, considering an economy, we can divide the said activities into three sectors i.e. Primary Sector, Secondary Sector and Tertiary Sector."

"Yes, we can say that this is a matter of simplification both at International and National level."

"O.K. First one is the Primary Sector and it includes all those activities, which are associated directly with land and water. "It is important to note here that the resources on which these economic activities are dependent come directly from the nature."

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<td>&quot;Students, we came across with different activities of an economy which are going on different sectors. There is much to learn about the sectors of an economy.&quot;</td>
<td>&quot;No, it came from an industry, which manufactures clothes or textiles.&quot;</td>
<td>Communication context (history) should be the same for both: (Field of Experiences)</td>
</tr>
<tr>
<td>Teacher, &quot;We know the main occupation of people living in Indian villages is agriculture.&quot;</td>
<td>&quot;Certainly one can get loan from banks and insurance of their things and activities from various insurance agencies.&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;Can we say that clothes are directly manufactured from villages?&quot;</td>
<td>&quot;Is it just the matter of simplification or all economies divided into three sectors?&quot;</td>
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<tr>
<td>&quot;O.K. We are also sure that in both the activities finance and insurance are required.&quot;</td>
<td></td>
<td>Three Sectors</td>
</tr>
<tr>
<td>Teacher, &quot;Well students, considering an economy, we can divide the said activities into three sectors i.e. Primary Sector, Secondary Sector and Tertiary Sector.&quot;</td>
<td></td>
<td>1. Primary Sector</td>
</tr>
<tr>
<td>&quot;Yes, we can say that this is a matter of simplification both at International and National level.&quot;</td>
<td></td>
<td>2. Secondary Sector</td>
</tr>
<tr>
<td>&quot;O.K. First one is the Primary Sector and it includes all those activities, which are associated directly with land and water. &quot;It is important to note here that the resources on which these economic activities are dependent come directly from the nature.&quot;</td>
<td></td>
<td>3. Tertiary Sector</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Primary Sector</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It includes all those activities, which are associated directly with land and water. It includes agriculture, forestry fishing, mining and quarrying.</td>
</tr>
<tr>
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<td>RECEIVER (Student or Teacher)</td>
<td>COMMUNICATION COMPONENT</td>
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</tr>
<tr>
<td>“Anyone who can tell which are those activities?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“I hope that now you will justify why some activities are included in Primary Sector.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Consider this map of India, which shows the various cash crops and food crops.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**VISUAL CUE (Map)**
Teacher will show a chart to the class and the students will observe the, map carefully and try to understand how the Primary Sector functions.

**Secondary Sector**
It involves the production of man-made goods. Also, called manufacturing. Industries that are using raw material that are using raw material as an input from the primary sector manufactures it into the intermediate and final goods for further production and consumption purposes respectively. This sector can be divided into
1. Large Scale Industries
2. Small Scale Industries
3. Cottage Industries

**Large-scale industries are those, which have large financial investment, give employment to many and manufacture goods on a large scale.”**
<table>
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<tbody>
<tr>
<td>“Look at the map of India where its major industries are shown”.</td>
<td>“Small-scale industries use less capital and the scale of production is also smaller than the large-scale industries. e.g. shoes, cycle parts etc.”</td>
<td>Small scale industries use less capital and the scale of production is also smaller than the large-scale industries.</td>
</tr>
<tr>
<td>“Now, third is the Tertiary Sector which provides services. For better primary and secondary sector we require a substantial amount of support services.”</td>
<td>“Cottage industries are generally found in villages. They use very little capital and are mainly done at home.”</td>
<td>Cottage industries are generally found in villages. Uses very little capital and are mainly done at home.</td>
</tr>
<tr>
<td>“No. Both are not the same things. Services are not tangible like goods. In services we do not produce anything we provide our services. For e.g. services of a teacher, doctor, lawyer, bank, post-office, insurance sector.”</td>
<td>“You have said that the first-two sectors produce goods and this one produces services.”</td>
<td>Tertiary Sector - All those activities that link the producers and consumers come under tertiary sector.</td>
</tr>
<tr>
<td>“Well students, how will you sort out that these three sectors are interdependent?”</td>
<td>“Are goods and services the same?”</td>
<td></td>
</tr>
<tr>
<td>“In this way, we can say that secondary sector is dependent upon primary sector.”</td>
<td>“Ma’am, it is the primary Sector which produces raw material to the secondary sector to produce goods. For e.g. sugarcane is supplied to sugar mill, cotton to cotton-textile mill.”</td>
<td>VISUAL CUE (chart) provides Primary Sector raw material &amp; food Secondary Sector</td>
</tr>
<tr>
<td></td>
<td>“All the cereal crops - wheat, rice, vegetables, fruits etc. are grown in the primary sector and are supplied to the whole production of the economy.”</td>
<td>Teacher will show a chart to the class and the students will observe the chart carefully and try to understand how the Primary Sector functions.</td>
</tr>
<tr>
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<td>RECEIVER (Student or Teacher)</td>
<td>COMMUNICATION COMPONENT</td>
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<td>-----------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>&quot;Is the vice-versa case existing? How will you prove your point?&quot;</td>
<td>&quot;Yes. To cultivate or raise a crop, a farmer needs many inputs like fertilizers, pesticides, insecticides etc. and all these are manufactured in factories. Agriculture also involves use of machinery like tractors, harvesters, turbines, tools and implements like sickle, spade which the factories again provide.&quot;</td>
<td>VISUAL CUE (black board) provides Primary Sector &amp; Secondary Sector agricultural inputs &amp; machinery</td>
</tr>
<tr>
<td>&quot;There is still one sector, which you have ignored while explaining the interdependence of three sectors.&quot;</td>
<td>&quot;It is the Tertiary Sector.&quot; It provides transport services which are needed by farmers as well as by industrialists to carry their produce to the market and to carry their produce to the market and to carry raw – material inputs between the two sectors.&quot;</td>
<td>Teacher will then draw a figurative form on the Black Board of what the students have just said, for better understanding of the concept. VISUAL CUE (black board)</td>
</tr>
<tr>
<td>&quot;The whole interdependency of three sectors has very well explained by you. Thanks, for your cooperation.&quot;</td>
<td>While concluding the transactional communication process, teacher will make the students aware about how the three sectors of an economy are interdependent by modifying the already drawn diagrams. Students may or may not copy down the figures drawn on the Black Board. Whatever be their response on regarding this issue will certainly depend upon the teacher’s communication behaviour (verbal as well as on non-verbal) and the cues (public as well as private) existed in the communication context.</td>
<td></td>
</tr>
</tbody>
</table>

Appendices...
Phase III. Performance Assessment

It will be done through Achievement Tests prepared by the investigator after the lesson has been delivered according to the Barnlund’s Transactional Model of Communication. (See Appendix A-4)

PRINCIPLES OF REACTION

The teacher is to function here as a facilitator where she is vigilant to examine what the children are doing in terms of the requirements of model. Teacher will help them to communicate more effectively with one another. During the flow of the lesson, the teacher will be supportive of the students’ hypotheses about the concepts. The most important reactions of the teacher will occur during the second and third phases. During the second phase the teacher’s task is to help the students to inquire, but not to do the inquiry for them. If the student has asked questions, she must turn the questions back to the students in such a way that they phrase their questions further and relate it to the problem situation.

The teacher can, if necessary, keep the inquiry moving by making new information available to the group and by focusing particular problem events or raising questions. During the third phase, the teacher’s task is to keep inquiry turned back onto the process of investigation itself. Thus, she should not respond to the behaviour which confuse or defend the inquiry from examination, but instead, should respond in such a way as to turn the students attention to their own processes of thinking and to the process which might be used in place of or in addition to that which they employ during phase two. She has to be careful that the identification of facts does not become the central issue, but at the same time she has to encourage a good level of thoroughness in the inquiry among the students. The teacher must create a facilitating physical and social atmosphere. Students must have the opportunity to manipulate objects (Public Cues) and to freely exchange ideas in interactive situations.

SOCIAL SYSTEM/STRUCTURE

As Barnlund Transactional Model of Communication is based on the transactional process of communication where both the speaker and the listener will have equal say in the communication process. The question of passive listener is ruled out here. It is however true, that teacher formulates instructional objectives, decides about the instructional process to be carried out, in the lime light of the model of Communication.

The intellectual structure of the model is controlled by the teacher which in later stages will be transmitted up to the level of equal participation of students in model will move from high to moderate where the distribution of activities will be equally shared by the teacher and students. The students may and hopefully will initiate topics for discussion while leadership remains with the teacher, moral authority rests with the students. The students can express themselves freely and can make conclusions, the teacher is non–judgemental and will guide according to the situation arising. The system is more of a cooperative nature where maximization of retention is best obtained through communication process.

SUPPORT SYSTEM

An ordinary classroom nicely equipped with blackboard, chalks, duster and a pointer etc. Specific aids like charts and a model showing different sectors of an economy was used. A teacher who communicates effectively is characterized by personal openness and has the requisite interpersonal and intra personal skills. The
LESSON PLAN – 8

Economic Development

FOCUS/OBJECTIVES

- Knowledge-The students will be able to describe the term economic development and its main indicators.
- Understanding-After this lesson the students will be able to understand the need of economic development in a country.
- Application – The students will be able to apply their knowledge in real life situations.
- Attitude Formation- The students will have a positive and remedial attitude towards economic development.
- Communication Skill- The communication skill of students to express the learning content will be enhanced.

PUBLIC CUES

An ordinary classroom nicely equipped with blackboard, chalks, duster and a pointer etc. Charts showing trends in national income in India. (See Appendix A-4, L-4)

SYNTAX

Phase I. Entry Behaviour:

1. Previous Knowledge Assumed (PKA). Teacher assumes that students have a basic knowledge of the terms ‘economy’ and ‘development’.

2. Selection of Messages (SM). She selects some messages that will be transmitted by her to students to start the topic by taking hint from students previous knowledge assumed on the said matter.

Phase II. Transactional Process of Communication.

<table>
<thead>
<tr>
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<td>Teacher transmits this message orally to students and their response will definitely depend upon how the non-verbal communication behavior (i.e. public as well as private cues) of the teacher at that moment.</td>
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</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>“What do you understand by ‘economy’?”</td>
<td>“When all economic activities are carried out in a framework, it is called an economy”.</td>
<td>Communication context (history) should be the same for both. (Field of Experiences)</td>
</tr>
<tr>
<td>“Is India more developed than USA?”</td>
<td>“No”.</td>
<td></td>
</tr>
<tr>
<td>“Why”?</td>
<td>“Because, they are more advanced than us”.</td>
<td></td>
</tr>
<tr>
<td>“On which grounds you are saying this?”</td>
<td>“They have much money, less population, beautiful cities, large cities, large buildings, better facilities for general public”.</td>
<td></td>
</tr>
<tr>
<td>“You’re right. Even then I will throw some light on the issue. An economically developed country is one, where people earn a higher income and all the requirements and facilities needed are available to them. If some of the goods are not produced within that country, it has the capacity to purchase or to import it from other countries.”</td>
<td>“How can we know that a particular country is economically developed or not?”</td>
<td></td>
</tr>
<tr>
<td>“There are indicators or measuring tools on the basis of which we can say that a country is developed or not.”</td>
<td>“What are those indicators?”</td>
<td></td>
</tr>
<tr>
<td>First is the national income, which is defined as the total value of all the goods and services, produced within the country plus income coming from abroad.”</td>
<td>“What is meant by income from abroad?”</td>
<td></td>
</tr>
<tr>
<td>“The income, which a country earns from exporting or doing financial transaction with other countries of the world.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More the national income more the country will be</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| | | Per Capita Income =

\[
\text{Per Capita Income} = \frac{\text{Total National Income}}{\text{Total Population}}
\]
considered developed and vice-versa."

“The second indicator is ‘per capita income’. It is calculated by dividing the total national income by the total population.”

“Regarding national income, in 1950-51, it was Rupees 9140 crores and it increased to Rupees 1680000 crores in 2000-01. And per capita income in 1950-51 was Rupees 255 only and it increased to Rupees 16500 in 2000-01 per annum.”

“It must be noted that both the indicators are described in terms of ‘money’.”

“From the table it seems that India still needs to have a strong economy. The per capita income is very much low compared to the other countries.”

“May be it is because of population that India has low per capita income.”

“Yes.”

**Phase III. Performance Assessment**

It will be done through Achievement Tests prepared by the investigator after the lesson has been delivered according to the Barnlund’s Transactional Model of Communication. (See Appendix A-4)  

**PRINCIPLES OF REACTION**

The teacher is to function here as a facilitator where she is vigilant to examine what the children are doing in terms of the requirements of model. Teacher will help them to communicate more effectively with one another. During the flow of the lesson, the teacher will be supportive of the students’ hypotheses about the concepts. The most important reactions of the teacher will occur during the second and third phases. During the second phase the teacher’s task is to help the students to inquire, but not to do the inquiry for them. If the student has asked questions, she must turn the questions back to the students in such a way that they phrase their questions further and relate it to the problem situation.

The teacher can, if necessary, keep the inquiry moving by making new information available to the group and by focusing particular problem events or raising questions. During the third phase, the teacher’s task is to keep inquiry turned
back onto the process of investigation itself. Thus, she should not respond to the behaviour which confuse or defend the inquiry from examination, but instead, should respond in such a way as to turn the students attention to their own processes of thinking and to the process which might be used in place of or in addition to that which they employ during phase two. She has to be careful that the identification of facts does not become the central issue, but at the same time she has to encourage a good level of thoroughness in the inquiry among the students. The teacher must create a facilitating physical and social atmosphere. Students must have the opportunity to manipulate objects (Public Cues) and to freely exchange ideas in interactive situations.

SOCIAL SYSTEM /STRUCTURE
As Barnlund Transactional Model of Communication is based on the transactional process of communication where both the speaker and the listener will have equal say in the communication process. The question of passive listener is ruled out here. It is however true, that teacher formulates instructional objectives, decides about the instructional process to be carried out, in the lime light of the model of Communication.

The intellectual structure of the model is controlled by the teacher which in later stages will be transmitted up to the level of equal participation of students in model will move from high to moderate where the distribution of activities will be equally shared by the teacher and students. The students may and hopefully will initiate topics for discussion while leadership remains with the teacher, moral authority rests with the students. The students can express themselves freely and can make conclusions, the teacher is non-judgemental and will guide according to the situation arising. The system is more of a cooperative nature where maximization of retention is best obtained through communication process.

SUPPORT SYSTEM
An ordinary classroom nicely equipped with blackboard, chalks, duster and a pointer etc. Specific aids like charts showing data on economic development were used. A teacher who communicates effectively is characterized by personal openness and has the requisite interpersonal and intra personal skills. The optimal support for this model depends upon this quality of the teacher. The teacher is a critical element here. Ideally, she must have a warm personality and is skilled in interpersonal relations as well as group discussion techniques. She must be able to create a climate of openness and non-defensiveness, yet at the same time guide the group towards behavioral evaluation, commitment and follow up.

INSTRUCTIONAL AND NURTURANT EFFECTS
The Barnlund Transactional Model Of Communication (BTMC) can accomplish several instructional goals, depending on the emphasis of the particular lesson. The model is designed to instruct students on communication skill strategies, development of interpersonal relations, effective group communication and simultaneously, achievement in subject or concepts. It nurtures understanding of facts and ideas, interpersonal relations, critical thinking and decision-making, verbal expressiveness as well as non-verbal communication. BTMC is specifically designed to increase the transactional process in communication. It also nurtures a spirit of cooperation and an ability to work with others in an inquiry. Since the activities are not prescribed but are determined by the learner as he or she interacts with the teacher and other students, the non-directive environment depends largely on its nurturing effects, with the instructional effects dependent on its success in nurturing...
more effective self-development. The model thus can be thought of as entirely nurturant in character; dependent on experiencing the non-directive environment even when carrying content and skills through specifically designed activity.

Participation in a group invariably creates a unique shared experience that fosters interpersonal understanding and a sense of community. Members learn about one another as each person reacts to the common event in his or her unique way. Individuals become actually aware of their dependence on the various perceptions of other group members.

The model helps individual to understand himself and take responsibility for his or her own development. This process will obviously have latent benefits for all kinds of social and academic functioning, however, its primary application is to further personal functioning in communication behaviour. Teacher plans some activities; she depends on the development of a climate that nurtures responsibility, openness and self-directedness.

The primary purpose of the model is to teach students how to reflect on the general inquiry, how to define their problems, how to work with others in exploring different ways of looking at them and how to conclude on the basis of the data as much possible. No claim however is made that the model will be more efficient for learning facts than any other given method. It just highlights one of the ignored components while teaching in the classrooms. The direct outcome is the ability to express oneself in social situations, stating feelings and desires.
LESSON PLAN - 9
Human Development

FOCUS/OBJECTIVES
- Knowledge-The students will be able to describe the concept of Human Development and its index.
- Understanding-After this lesson the students will be able to understand the concept of Human Development and its index.
- Application-The students will be able to apply their knowledge in comparing the countries on the basis of data available on HDI.
- Attitude Formation- The students will have a positive attitude towards the importance of ‘human element’ in the development of a country and form a positive opinion based on the importance of factors related to human development.
- Communication Skill- The communication skill of students to express the learning content will be enhanced.

PUBLIC CUES
An ordinary classroom nicely equipped with blackboard, chalks, duster and a pointer etc. Charts and maps showing human development of India and World. (See Appendix A-4, L-9)

SYNTAX

Phase I. Entry Behaviour:
1. Previous Knowledge Assumed (PKA). Teacher assumes that students are aware of the meaning of the term ‘development’.
2. Selection of Messages (SM). She selects some messages that will be transmitted by her to students to start the topic by taking hint from students Previous Knowledge Assumed on the said matter.

Phase II. Transactional Process of Communication.

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<thead>
<tr>
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</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>“Students, you must have listened the word ‘development’?”</td>
<td>“Yes, Ma’am.”</td>
<td>Communication context (history) should be the same for both. (Field of Experiences)</td>
</tr>
<tr>
<td>“Will you explain it?”</td>
<td>“Ma’am, it means progress.”</td>
<td>Visual Cue (Map)</td>
</tr>
<tr>
<td>“O.K. Now what about ‘economic development’ of a nation?”</td>
<td>“It simply means that country is moving towards progress. Its income is increasing, people are saving more, they’ve better communication facilities, transport, technology etc.”</td>
<td></td>
</tr>
<tr>
<td>“In this world map, the level of development of various nations has been shown”.</td>
<td>“Yes. Definitely.”</td>
<td></td>
</tr>
<tr>
<td>“Can economic development be taken as the most important indicator of the development of a country?”</td>
<td>“Because the country has progressed much, its income has risen. People have more facilities than before.”</td>
<td></td>
</tr>
<tr>
<td>“Why?”</td>
<td>“How?”</td>
<td></td>
</tr>
<tr>
<td>“But I differ with you on this point.”</td>
<td>“Now, what is human development?”</td>
<td></td>
</tr>
<tr>
<td>“Because if we ignore the human development, we can’t boast only on the basis of economic development.”</td>
<td>“What is the meaning of the term qualitative and quantitative indicators in development?”</td>
<td></td>
</tr>
<tr>
<td>“As human development is the most important factor in the development of a country because it is concerned with the qualitative improvement of human life instead of quantitative improvement.”</td>
<td>“You’re talking about human development.”</td>
<td></td>
</tr>
<tr>
<td>SENDER (Teacher or Student)</td>
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</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>widening people’s choices in education, opportunities to livelihood, to have responsible government etc.”</td>
<td>“Can we measure human development?”</td>
<td>Human Development</td>
</tr>
<tr>
<td>“By using HDI i.e. Human Development Index, we can find out the exact position of any nation.”</td>
<td>“What is HDI?”</td>
<td>HDI</td>
</tr>
<tr>
<td>“HDI ranks countries in relation to each other to tell them how they fair on the basis of human development.”</td>
<td>“Will you explain in detail all these indicators?”</td>
<td>Knowledge</td>
</tr>
<tr>
<td>“It is cumulative measure of longevity, language and decent standard of living.”</td>
<td></td>
<td>Standard of living</td>
</tr>
<tr>
<td>“Longevity is a choice to live long and healthy life. Also called life expectancy.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Knowledge is a choice to acquire literacy.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Standard of living is a choice to enjoy a quality and standard life. It is related with purchasing power of a product, which an individual holds.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Now, you’ve understood why we need to have concern for human development?”</td>
<td>“Yes, Ma’am.”</td>
<td>VISUAL CUE (Chart)</td>
</tr>
<tr>
<td>“I will show you a chart which depicts the various countries position on HDI scale.”</td>
<td>“Yes, Ma’am.”</td>
<td></td>
</tr>
<tr>
<td>“Can you locate India’s position?”</td>
<td>“It has 147 rank. It means our country has to think about it.”</td>
<td></td>
</tr>
</tbody>
</table>
Phase III. Performance Assessment

It will be done through Achievement Tests prepared by the investigator after the lesson has been delivered according to the Barlnlund’s Transactional Model of Communication. (See Appendix A-4)

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LESSON PLAN – 10

Consumer Exploitation

FOCUS/OBJECTIVES

> Knowledge-The students will be able to describe the term ‘consumer exploitation’ and its different forms.
> Understanding-After this lesson the students will be able to understand the different forms of consumer exploitation and the factors that cause it to happen.
> Application –The students will be able to apply their knowledge in real life situations.
> Attitude Formation- The students will become aware of the rights of the consumers. As they themselves can check the exploitative behaviour of the manufacturers and sellers.
> Communication Skill- The communication skill of students to express the learning content will be enhanced.

PUBLIC CUES
An ordinary classroom nicely equipped with blackboard, chalks, duster and a pointer etc. Various articles from the real life situations.

SYNTAX

Phase I. Entry Behaviour:

1. Previous Knowledge Assumed (PKA). Teacher assumes that students are aware of the meaning of the term ‘consumer’, ‘goods’, ‘services’, ‘market’ and ‘exploitation’.
2. Selection of Messages(SM). She selects some messages that will be transmitted by her to students to start the topic by taking hint from students Previous Knowledge Assumed on the said matter.

Phase II. Transactional Process of Communication.

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**COMMUNICATION COMPONENT**

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<thead>
<tr>
<th>SENDER (Teacher or Student)</th>
<th>RECEIVER (Student or Teacher)</th>
<th>Forms of consumer exploitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>“How many of you have gone to market? Just raise your hands.”</td>
<td>(Maximum number of students raised their hands)</td>
<td>1. Under weight and under-measurement</td>
</tr>
<tr>
<td>“Oh, it seems all of you go to market.”</td>
<td>“It’s a place where sellers and buyers meet for sale and purchase of a commodity.”</td>
<td></td>
</tr>
<tr>
<td>“But what do you understand by the term market?”</td>
<td>“Yes, Ma’am.”</td>
<td></td>
</tr>
<tr>
<td>“O.K. you’ve rightly explained the meaning of market.”</td>
<td>“When we get a wrong product or under weighted commodity.”</td>
<td></td>
</tr>
<tr>
<td>“It’s our common experience that sometime we feel that sometime we feel cheated by the shopkeeper.”</td>
<td>“Sometimes they charge higher prices also.”</td>
<td></td>
</tr>
<tr>
<td>“Yes, but there is a terminology used for such type of acts. Do you know about it?”</td>
<td>“No, Ma’am.”</td>
<td></td>
</tr>
<tr>
<td>“It is called Consumer Exploitation. But, who is a consumer?”</td>
<td>“A person who buys things from the market.”</td>
<td></td>
</tr>
<tr>
<td>“You are partially right. When we pay a price for a commodity or use it, we become consumers.”</td>
<td>“How?”</td>
<td></td>
</tr>
<tr>
<td>“There are many forms of consumer exploitation”</td>
<td>“Then, how consumer is being exploited by the sellers?”</td>
<td></td>
</tr>
<tr>
<td>“Take the case of under weight and under measurement. Goods sold in the market are intentionally not measured or weighted correctly even when the customer has paid the full price of that good.”</td>
<td>“Ma’am. I have a question. When shopkeepers are charging higher prices than the prescribed prices. Can we say it’s also one of the form of consumer exploitation?”</td>
<td></td>
</tr>
<tr>
<td>“When the goods sold are of substandard quality even then the consumers are being exploited.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Definitely. Not only high prices but if in the name of...”</td>
<td></td>
<td></td>
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</table>

Forms of consumer exploitation

1. Under weight and under-measurement
2. Sub-standard quality
3. High prices
| **SENDER**  
| **(Teacher or Student)** | **RECEIVER**  
| **(Student or Teacher)** | **COMMUNICATION COMPONENT** |
| --- | --- | --- |
| genuine goods, duplicate goods are being sold by the manufacturers, it also comes under consumer exploitation.”  
“You are right. In costly edible items, if any adulteration is made by the shopkeeper. We can term it as consumer exploitation.”  
Same is the case with electronic, electrical and other appliances if they lack the required safety guards they can cause harm to consumer.”  
“There are another ways of fooling the consumers.”  
“In order to amass illegitimate profit, businessmen create artificial scarcity by hoarding and then later on sell it at higher prices.”  
“It is also important to note that whenever sellers mislead consumers by giving wrong information about product, its price, quality, reliability, life – cycle, expiry date, durability its effect on health, environment, safety and security, maintenance cost, terms and conditions of purchase.”  
“We have discussed so many forms of consumer exploitation. What do you think when sellers are cheating us? Can we do something about it?” | “Ma’am. When a milk vendor mixes water with milk, he is also cheating the customer.”  
“What are they?”  
“Yes, Ma’am. In earlier chapters you have mentioned that this causes inflation.”  
“Yes Ma’am. If we are aware about these forms of consumer exploitation. We can take precautions while purchasing the commodities. Moreover, I have heard about consumer. | 4. Duplicate articles  
5. Adulteration and impurity  
6. Lack of safety devices  
7. Artificial scarcity  
8. False or incomplete information  
*product  
*price  
*quality  
*reliability  
*life-cycle  
*expiry –date *durability  
*effect on health  
*safety and security  
*maintenance  
*terms and conditions of purchase |

| lvii |
**Phase III. Performance Assessment**

It will be done through Achievement Tests prepared by the investigator after the lesson has been delivered according to the Bamlund’s Transactional Model of Communication. (See Appendix A-4)

**PRINCIPLES OF REACTION**

The teacher is to function here as a facilitator where she is vigilant to examine what the children are doing in terms of the requirements of model. Teacher will help them to communicate more effectively with one another. During the flow of the lesson, the teacher will be supportive of the students’ hypotheses about the concepts. The most important reactions of the teacher will occur during the second and third phases. During the second phase the teacher’s task is to help the students to inquire, but not to do the inquiry for them. If the student has asked questions, she must turn the questions back to the students in such a way that they phrase their questions further and relate it to the problem situation.

The teacher can, if necessary, keep the inquiry moving by making new information available to the group and by focusing particular problem events or raising questions. During the third phase, the teacher’s task is to keep inquiry turned back onto the process of investigation itself. Thus, she should not respond to the behaviour which confuse or defend the inquiry from examination, but instead, should respond in such a way as to turn the students attention to their own processes of thinking and to the process which might be used in place of or in addition to that which they employ during phase two. She has to be careful that the identification of facts does not become the central issue, but at the same time she has to encourage a good level of thoroughness in the inquiry among the students. The teacher must create a facilitating physical and social atmosphere. Students must have the opportunity to manipulate objects (Public Cues) and to freely exchange ideas in interactive situations.

**SOCIAL SYSTEM / STRUCTURE**

As Bamlund Transactional Model of Communication is based on the transactional process of communication where both the speaker and the listener will
have equal say in the communication process. The question of passive listener is ruled out here. It is however true, that teacher formulates instructional objectives, decides about the instructional process to be carried out, in the limelight of the model of Communication.

The intellectual structure of the model is controlled by the teacher which in later stages will be transmitted up to the level of equal participation of students in model will move from high to moderate where the distribution of activities will be equally shared by the teacher and students. The students may and hopefully will initiate topics for discussion while leadership remains with the teacher, moral authority rests with the students. The students can express themselves freely and can make conclusions, the teacher is non-judgemental and will guide according to the situation arising. The system is more of a cooperative nature where maximization of retention is best obtained through communication process.

**SUPPORT SYSTEM**

An ordinary classroom nicely equipped with blackboard, chalks, duster and a pointer etc. Various articles from the real life situations were used. A teacher who communicates effectively is characterized by personal openness and has the requisite interpersonal and intra personal skills. The optimal support for this model depends upon this quality of the teacher. The teacher is a critical element here. Ideally, she must have a warm personality and is skilled in interpersonal relations as well as group discussion techniques. She must be able to create a climate of openness and non-defensiveness, yet at the same time guide the group towards behavioral evaluation, commitment and follow up.

**INSTRUCTIONAL AND NURTURANT EFFECTS**

The Bamlund Transactional Model Of Communication (BTMC) can accomplish several instructional goals, depending on the emphasis of the particular lesson. The model is designed to instruct students on communication skill strategies, development of interpersonal relations, effective group communication and simultaneously, achievement in subject or concepts. It nurtures understanding of facts and ideas, interpersonal relations, critical thinking and decision-making, verbal expressiveness as well as non-verbal communication. BTMC is specifically designed to increase the transactional process in communication. It also nurtures a spirit of cooperation and an ability to work with others in an inquiry. Since the activities are not prescribed but are determined by the learner as he or she interacts with the teacher and other students, the non-directive environment depends largely on its nurturing effects, with the instructional effects dependent on its success in nurturing more effective self-development. The model thus can be thought of as entirely nurturant in character; dependent on experiencing the non-directive environment even when carrying content and skills through specifically designed activity.

Participation in a group invariably creates a unique shared experience that fosters interpersonal understanding and a sense of community. Members learn about one another as each person reacts to the common event in his or her unique way. Individuals become actually aware of their dependence on the various perceptions of other group members.

The model helps individual to understand himself and take responsibility for his or her own development. This process will obviously have latent benefits for all kinds of social and academic functioning, however, its primary application is to further personal functioning in communication behaviour. Teacher plans some
activities; she depends on the development of a climate that nurtures responsibility, openness and self-directedness.

The primary purpose of the model is to teach students how to reflect on the general inquiry, how to define their problems, how to work with others in exploring different ways of looking at them and how to conclude on the basis of the data as much possible. No claim however is made that the model will be more efficient for learning facts than any other given method. It just highlights one of the ignored components while teaching in the classrooms. The direct outcome is the ability to express oneself in social situations, stating feelings and desires.
Appendix A.

Instructional Aids
LESSON -2

1. Primary Sector provides raw material & food to Secondary Sector.

2. Primary Sector provides agricultural inputs & machinery to Secondary Sector.

3. Interdependence of the three Sectors of an Economy:

   Primary Sector → Secondary Sector → Tertiary Sector
Appendices...

LESSON -3

**Chart 1**

**INDIA NET AREA UNDER IRRIGATION BY DIFFERENT MEANS (1997-98)**

- CANALS (GOVT.) 30%
- CANALS (PRIVATE) 1%
- TUBEWELLS & OTHER WELLS 57%
- TANKS 6%
- OTHER SOURCES 6%

- **Net sown area irrigated by different means**

**Chart 2**

**Selected Multipurpose Projects of India**

<table>
<thead>
<tr>
<th>Name of Project</th>
<th>River</th>
<th>Beneficiary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Damodar Valley</td>
<td>Damodar</td>
<td>Jharkhand, West Bengal</td>
</tr>
<tr>
<td>Bhakra Nangal</td>
<td>Satluj</td>
<td>Punjab, Haryana, Rajasthan</td>
</tr>
<tr>
<td>Hirakund</td>
<td>Mahanadi</td>
<td>Orissa</td>
</tr>
<tr>
<td>Kosi</td>
<td>Kosi</td>
<td>Bihar (and Nepal)</td>
</tr>
<tr>
<td>Chambal Valley</td>
<td>Chambal</td>
<td>Madhya Pradesh, Rajasthan</td>
</tr>
<tr>
<td>Tungabhadra</td>
<td>Tungabhadra</td>
<td>Karnataka, Andhra Pradesh</td>
</tr>
<tr>
<td>Nagarjunasagar</td>
<td>Krishna</td>
<td>Andhra Pradesh</td>
</tr>
<tr>
<td>Narmada Valley</td>
<td>Narmada</td>
<td>Madhya Pradesh, Gujarat, Rajasthan</td>
</tr>
<tr>
<td>Indira Gandhi Canal</td>
<td>Beas, Satluj</td>
<td>Punjab, Haryana, Rajasthan</td>
</tr>
<tr>
<td>(Rajasthan Canal)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendices...

Chart - 3

(a) RECHARGE THROUGH HAND PUMP
(b) RECHARGE THROUGH ABANDONED DUGW

(a) and (b) Rainwater harvesting
LESSON -4

Trends in National Income (India)

<table>
<thead>
<tr>
<th>Year</th>
<th>National Income (In Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950-51</td>
<td>9140 Cr.</td>
</tr>
<tr>
<td>2000-01</td>
<td>1680000 Cr.</td>
</tr>
</tbody>
</table>

Trends in Per Capita Income (India)

<table>
<thead>
<tr>
<th>Year</th>
<th>Per Capita Income (In Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>16500 p.a.</td>
</tr>
</tbody>
</table>
LESSON –5

*Chart-1*

Birth and Death Rate in India

<table>
<thead>
<tr>
<th></th>
<th>Beginning of the 20\textsuperscript{th} century (per thousand)</th>
<th>End of the 20\textsuperscript{th} century (per thousand)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Birth Rate</strong></td>
<td>49.2</td>
<td>26.1</td>
</tr>
<tr>
<td><strong>Death Rate</strong></td>
<td>42.6</td>
<td>8.1</td>
</tr>
</tbody>
</table>

*Chart-2*

Population Trend in India

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1901</td>
<td>23.60 crore</td>
</tr>
<tr>
<td>2001</td>
<td>102.70 crore</td>
</tr>
</tbody>
</table>
Chart

OX-axis-population size
OY axis-output per head
M point on OX axis-optimum population of a country (MP)
LESSON -6

Trends of Unemployment in India

<table>
<thead>
<tr>
<th>Year</th>
<th>Rural M (%)</th>
<th>Rural F (%)</th>
<th>Urban M (%)</th>
<th>Urban F (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987-88</td>
<td>4.6</td>
<td>6.7</td>
<td>8.8</td>
<td>12</td>
</tr>
<tr>
<td>1999-2000</td>
<td>7.2</td>
<td>7.0</td>
<td>7.3</td>
<td>9.4</td>
</tr>
</tbody>
</table>
## Trend in Price Rise

<table>
<thead>
<tr>
<th>Commodities</th>
<th>2001 (In Rs.)</th>
<th>2002 (In Rs.)</th>
<th>2003 (In Rs.)</th>
<th>2004 (In Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tea (per Kg)</td>
<td>50</td>
<td>60</td>
<td>75</td>
<td>79</td>
</tr>
<tr>
<td>Sugar (per Kg)</td>
<td>12</td>
<td>14</td>
<td>18.50</td>
<td>21</td>
</tr>
<tr>
<td>Wheat (per Kg)</td>
<td>15</td>
<td>16</td>
<td>19</td>
<td>19.50</td>
</tr>
<tr>
<td>Milk (per litre)</td>
<td>15</td>
<td>17</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>
LESSON -9

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth rate (per thousand)</td>
<td>40.8</td>
<td>36.9</td>
<td>33.9</td>
<td>29.5</td>
<td>26.1</td>
</tr>
<tr>
<td>Death rate (per thousand)</td>
<td>25.1</td>
<td>14.9</td>
<td>12.5</td>
<td>9.8</td>
<td>8.7</td>
</tr>
<tr>
<td>Life Expectancy at birth (in years)</td>
<td>46.4</td>
<td>64.7</td>
<td>61.7</td>
<td>65.27</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Census Year</th>
<th>Persons</th>
<th>Males</th>
<th>Female</th>
<th>Male-Female Literacy Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951</td>
<td>1643</td>
<td>27.16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1961</td>
<td>28497</td>
<td>40.40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1971</td>
<td>2744</td>
<td>45.96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1981</td>
<td>4357</td>
<td>56.58xvii</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1991</td>
<td>6525</td>
<td>64.13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>8538</td>
<td>75.85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sl. No.</td>
<td>State / Capital</td>
<td>Area (Sq.km)</td>
<td>Density (persons per sq.km)</td>
<td>No. of Districts</td>
</tr>
<tr>
<td>--------</td>
<td>----------------</td>
<td>--------------</td>
<td>-----------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>1.</td>
<td>Andhra Pradesh</td>
<td>Hyderabad</td>
<td>2,75,068</td>
<td>75,727,541</td>
</tr>
<tr>
<td>2.</td>
<td>Arunachal Pradesh</td>
<td>Itanagar</td>
<td>83,743</td>
<td>66,508,008</td>
</tr>
<tr>
<td>3.</td>
<td>Assam</td>
<td>Dispur</td>
<td>78,438</td>
<td>864,558</td>
</tr>
<tr>
<td>4.</td>
<td>Bihar</td>
<td>Patna</td>
<td>94,163</td>
<td>86,374,465</td>
</tr>
<tr>
<td>5.</td>
<td>Chhattisgarh</td>
<td>Raipur</td>
<td>1,35,100</td>
<td>--</td>
</tr>
<tr>
<td>6.</td>
<td>Goa</td>
<td>Panaji</td>
<td>3,702</td>
<td>1,168,793</td>
</tr>
<tr>
<td>7.</td>
<td>Gujarat</td>
<td>Gandhinagar</td>
<td>1,96,024</td>
<td>41,309,592</td>
</tr>
<tr>
<td>8.</td>
<td>Haryana</td>
<td>Chandigarh</td>
<td>44,212</td>
<td>16,463,648</td>
</tr>
<tr>
<td>9.</td>
<td>Himachal Pradesh</td>
<td>Shimla</td>
<td>55,673</td>
<td>5,170,877</td>
</tr>
<tr>
<td>10.</td>
<td>Jammu &amp; Kashmir</td>
<td>Srinagar</td>
<td>2,07,236</td>
<td>7,718,700</td>
</tr>
<tr>
<td>11.</td>
<td>Jharkhand</td>
<td>Ranchi</td>
<td>79,714</td>
<td>--</td>
</tr>
<tr>
<td>12.</td>
<td>Karnataka</td>
<td>Bangalore</td>
<td>1,91,791</td>
<td>22,414,322</td>
</tr>
<tr>
<td>14.</td>
<td>Madhya Pradesh</td>
<td>Bhopal</td>
<td>3,08,346</td>
<td>66,181,170</td>
</tr>
<tr>
<td>15.</td>
<td>Maharashtra</td>
<td>Mumbai</td>
<td>3,07,690</td>
<td>78,937,187</td>
</tr>
<tr>
<td>16.</td>
<td>Manipur</td>
<td>Imphal</td>
<td>22,327</td>
<td>1,637,149</td>
</tr>
<tr>
<td>17.</td>
<td>Meghalaya</td>
<td>Shillong</td>
<td>22,429</td>
<td>1,774,778</td>
</tr>
<tr>
<td>18.</td>
<td>Meghalaya</td>
<td>Aizwal</td>
<td>21,061</td>
<td>689,756</td>
</tr>
<tr>
<td>19.</td>
<td>Nagaland</td>
<td>Kohima</td>
<td>15,579</td>
<td>1,209,546</td>
</tr>
<tr>
<td>20.</td>
<td>Orissa</td>
<td>Bhubaneswar</td>
<td>1,55,707</td>
<td>31,659,736</td>
</tr>
<tr>
<td>21.</td>
<td>Punjab</td>
<td>Chandigarh</td>
<td>50,362</td>
<td>20,281,969</td>
</tr>
<tr>
<td>22.</td>
<td>Rajasthan</td>
<td>Jaipur</td>
<td>3,42,239</td>
<td>44,005,990</td>
</tr>
<tr>
<td>23.</td>
<td>Sikkim</td>
<td>Gangtok</td>
<td>7,096</td>
<td>406,457</td>
</tr>
<tr>
<td>24.</td>
<td>Tamil Nadu</td>
<td>Chennai</td>
<td>1,20,058</td>
<td>35,858,946</td>
</tr>
<tr>
<td>25.</td>
<td>Tripura</td>
<td>Agartala</td>
<td>10,486</td>
<td>2,75,068</td>
</tr>
<tr>
<td>26.</td>
<td>Uttarakhand</td>
<td>Dehra Dun</td>
<td>55,845</td>
<td>--</td>
</tr>
<tr>
<td>27.</td>
<td>Uttar Pradesh</td>
<td>Lucknow</td>
<td>2,38,566</td>
<td>1,39,112,287</td>
</tr>
<tr>
<td>28.</td>
<td>West Bengal</td>
<td>Kolkata</td>
<td>88,752</td>
<td>67,982,732</td>
</tr>
<tr>
<td>29.</td>
<td>Union Territories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>Andaman &amp; Nicobar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>Chandigarh</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>Dadra &amp; Nagar Haveli</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>Daman &amp; Diu</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>Delhi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35.</td>
<td>Lakshadweep</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36.</td>
<td>Pondicherry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37.</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DISTRICTS**

Administrative centres of districts whose names differ from those districts are bracketed thus: Kanniyakumari (Nagapattinam)
Appendix A-4

FORMATIVE EVALUATION

UNITS: 1 to X
Unit I

Time Limit: 15 minutes

1. Economic activities are those activities that
   (a) gives goods to the economy.
   (b) gives an income to the economy.
   (c) produces goods and services in the three sectors of an economy.
   (d) none of the above. (Mark 1)

2. Economic activities are classified into ______ categories. (Mark 1)

3. Fishing and mining are examples of ______ activities. (Mark 1)

4. Manufacturing of bread from wheat is a ______ activity. (Mark 1)

5. Define enterprises. (Mark 1)

6. Name two public enterprises. (Mark 1)

7. Name two joint enterprises. (Mark 1)

8. Define economy. (Mark 1)
Unit II

Time Limit: 15 minutes
Total Marks: 9

I. Fill in the blanks: -
9. The primary sector provides ________ to the secondary sector.
10. The secondary sector undertakes the ________ activities.
11. Farming activities come under the ________ sector.
12. Banking services are a part of the ________ sector. (Marks 4)

II.
13. All the sectors of an economy are inter-dependent. Prove it with examples. (Marks 2)
14. Explain cottage industries. (Mark 1)
15. Differentiate between small and large-scale industries. (Marks 2)
Unit III

Time Limit: 15 minutes
Total Marks: 11

I. 16. There are two types of sources of irrigation
(a) __________
(b) __________ (Mark 1)

17. On the basis of hydrology the Indian rivers are divided into two categories: -
(a) _______
(b) _______ (Mark 1)

II. Fill in the blanks:
18. Tanks, a source of irrigation, are more popular in _______ and _______ states of India.
19. Multi-purpose dams helps to control _______ and check _______.
20. Tube -wells and wells as a source of irrigation are more popular in the _______ of India.
21. The mean annual flow of the Indian rivers is estimated to be about _______ billion cubic meters.
22. The Indus, the Ganga and the Brahmaputra carry _______ percentage of the total surface water.
23. The primary source of the water on earth is _________. (Marks 6)

III. 24. Name the man-made sources of irrigation. Discuss their importance. (Marks 3)
Unit IV

Time Limit: 15 minutes  Total Marks: 7

I.
25. What is planning?  (Mark 1)
26. What is the role of five year plans in Indian economy?  (Marks 2)

II. Fill in the blanks:  (Marks 4)
27. In __________, Indian economic planning had drastically changed.
28. LPG stands for __________.
29. More than __________people are engaged in agriculture.
30. Before independence __________sector played a dominant role in Indian economy.
Appendices...

Unit V

Time Limit: 15 minutes  
Total Marks: 10

I. True or False
31. Cost of upbringing of child is high in urban areas.
32. Marriage is a social compulsion in India.
33. Death rate increases due to more medical facilities.
34. Infant mortality rate has increased in India.  (Marks 4)

II.
35. What are the two main factors that cause increase in the size of population?  
(Mark 1)
36. Who provides data on population in India?  
(Mark 1)
37. What do you mean by the ‘Year of Great Divide’?  
(Mark 1)
38. Explain the meaning of optimum population with the help of a diagram.  
(Marks 3)
Appendices...

Unit VI

Time Limit: 15 minutes Total Marks: 7

I. Fill in the Blanks: -
39. Unemployment due to mismatch of the available capital and the size of the labour force is called ________.
40. Slackening of demand for goods leads to ________.
41. Changes in technology lead to ________.
42. Seasonal and disguised unemployment are usually found in the ________ sector. (Marks 4)

II. True/False
43. Disguised unemployment is a situation in which less people are engaged in an activity than the required ones.
44. Seasonal unemployment is concerned with monsoon season. (Marks 2)

III.
45. Define sample survey. (Mark 1)
Unit VII

Time Limit: 15 minutes  Total Marks: 11

I. Fill in the blanks:
46. Illegal storing of goods is called _________.
47. Prices are said to rise when goods becomes more _________.
48. High _________ (demand/supply) of goods causes prices to rise.
49. Low _________ (demand/supply) of goods causes prices to rise.
50. Prices rise when people have _________ income in their hand.
51. When the cost of production _________ (increases/decreases) prices rise.
52. Artificial scarcity of goods is called _________.

(Marks 7)

II.
53. What is inflation?  (Mark 1)
54. How inflation is measured in India? Explain it.  (Marks 3)
Unit VIII

Time Limit: 15 minutes  
Total Marks: 9

I.
55. Which of the following country is underdeveloped?
   (a) Nepal
   (b) USA
   (c) UK
   (d) None.  (Mark 1)
56. India is a _________ (developed/developing /underdeveloped/poor) nation.  (Mark 1)

II.
57. Write down the indicators of economic development and explain them.  (Marks 3)
58. Write down the three basic features of a developed nation.  (Marks 3)
59. Define economic development.  (Mark 1)
Appendices...

Unit IX

Time Limit: 10 minutes Total Marks: 6

I. Fill in the blanks:
60. Human resources are important for the development of the country as well as for the

61. In India, females are ______ per thousand males in census 2001.
62. The population is divided into ______ age groups.
63. India holds the ______ rank in HDI. (Marks 4)

II.
64. Following are the indicators of HDI, which one of them is not.
   (a) longevity
   (b) luxuries
   (c) standard of living
   (d) literacy rate. (Mark 1)

III.
65. Differentiate between economic development and human development. (Mark 1)
Appendices...

Unit X

Time Limit: 15 minutes Total Marks: 9

I.
66. Who is a consumer? (Mark 1)
67. What do you mean by consumer exploitation? (Mark 1)

II.
68. Market is a place where
   (a) Sellers go to sell their commodities.
   (b) Buyers go to purchase their things.
   (c) Both buyers and sellers meet.
   (d) The sale and purchase of goods and services takes place. (Mark 1)

III. Fill in the Blanks:
69. Most regular grievance of customers is that of ________.
70. Adulteration is usually done in case of ________.
71. After-sa le service is required in case of ________, ________, and _________. (Mark 3)

IV. True/false
72. Some shopkeepers usually give us duplicate items in the name of the original item.
73. Adulteration and impurity in edible items such as oil, ghee is made in order to get maximum profit.
74. Full information about the product, which a consumer wanted to produce, is not necessary for him. (Marks 3)
Appendix A-5

SUMMATIVE TEST

TIME: 1 Hour TOTAL MARKS: 70

General instructions:

• Do not turn this page until you are told to do so.
• Do not write or mark anything on this booklet.
• Use only the Response Sheet provided to you.
• This test consists of six sections.
• The directions for each section are given at the beginning of each section. Read them carefully and proceed at once to answer the questions.
• There is no time limit for each section but do not spend too much time on any one-test item.
• Do not guess.
• If you want to change your answer, do so by rewriting them clearly.
• Answer all the items.
SECTION A (Questions 1-44)

Multiple Choice Type (Please tick the right one)

1. Inflation means
   (a) price rise
   (b) price fall
   (c) appreciate rise in prices over the years
   (d) increase in the commodities

2. WPI stands for
   (a) World Population Index
   (b) World Poverty index
   (c) Wholesale Price index
   (d) None of the above

3. CPI stands for
   (a) Cost Production Index
   (b) Consumer Price index
   (c) Consumer Protection Index
   (d) Coal Production Index

4. WPI includes
   (a) only those items which are consumed by the workers
   (b) all the major production of goods in the economy
   (c) the production of all the goods
   (d) none of the above

5. CPI includes
   (a) those items which are generally consumed by the consumers of all categories
   (b) those items which are consumed by men only
   (c) those items which are consumed by poor people
   (d) all the major production of goods in the economy

6. There are so many reasons for the price increase, which one of the following is not
   (a) Increase in the demand of commodity
   (b) Increase in the cost of production
   (c) Increase in the cost of production
   (d) Hoarding

7. Hoarding means
   (a) when a person keeps all his belonging to himself
   (b) when a miser keeps all the money
   (c) when there is enough supply of the commodities
   (d) when an artificial shortage is created in relation to demand.

8. Increase in the money supply will cause
   (a) fall in the prices of the commodities
   (b) shortage of commodities
   (c) rise in the price level
   (d) surplus of commodities

9. Economy means
   (a) When non-economic activities are carried out in an economy
   (b) When all the economic activities are carried out in a framework.
   (c) When both the economic and non-economic activities are carried out in a framework.
Economic activities are those activities which
(a) give an income
(b) give employment
(c) provide employment
(d) none of the above

SBI stands for
(a) Sun Bank of India
(b) State Bank of India
(c) Soft Battery of India
(d) School Board of India

Hindustan Liver Ltd. and Reliance Industries are
(a) enterprises
(b) workshops
(c) names of the school
(d) names of the shops

An enterprise is
(a) a business institution
(b) one where a group of persons or a person is engaged in production of goods or services which are meant for the purpose of sale.
(c) one where one establishes his industry individually
(d) None of the above.

Private sector enterprises are
(a) Those enterprises which are managed by the govt.
(b) Those enterprises which are owned and run by individuals, or a group individual with the aim of making maximum profits.
(c) Those enterprises which are managed and controlled by the govt.
(d) None of the above

Example of Private Sector Enterprises are
(a) Steel Authority of India Ltd. (SAIL)
(b) Bharat Sanchar Nigam Ltd.
(c) Reliance Industries Ltd.
(d) Indian Oil Corporation

Public Sector Enterprises are those enterprises
(a) Which are owned and run by the govt.
(b) Which are owned and controlled by the Private sector.
(c) Which are controlled by the Govt. by the special act.
(d) None of the above.

Example of Public sector is
(a) Reliance Industries Ltd.
(b) Maruti Udyog Ltd.
(c) Bharat Sanchar Nigam Ltd.
(d) None of the above.

Example of Joint Enterprises is
(a) Bharat Sanchar Nigam Ltd.
(b) Reliance Petro Chemical Ltd.(RPL)
(c) Maruti udyog Ltd.
(d) Reliance Industries Ltd.

How many sectors are there in the economy?
(a) One
20. Which industry uses less capital and less labour for the production?
   (a) Small – scale industries
   (b) Large – scale industries
   (c) Cottage industries
   (d) None of the above.  (Mark 1)

21. Name the sector, which supports other two sectors of the economy
   (a) Primary sector
   (b) Secondary sector
   (c) Tertiary sector
   (d) Joint sector  (Mark 1)

22. Services are provided by the
   (a) primary sector
   (b) secondary sector
   (c) teacher, lawyer, bank, post-office, insurance etc.
   (d) none of the above.  (Mark 1)

23. Birth rate implies
   (a) the number of births in a country
   (b) the number of live births per thousand persons per year
   (c) the number of deaths per thousand per year
   (d) none of the above  (Mark 1)

24. Death Rate implies
   (a) the number of death per thousand persons per year
   (b) the number of deaths per hundred persons per year
   (c) the number of deaths in a state
   (d) the number of deaths in nations (Mark 1)

25. Migration means
   (a) Movement of people from one sector to another sector of an economy.
   (b) Movement of people across regions and territories
   (c) Roaming around the world
   (d) None of the above. (Mark 1)

26. Optimum population of a country refers to
   (a) the population which produces maximum amount of goods and resources
   (b) the population which consumes maximum amount of goods and resources
   (c) the population which consumes minimum amount of goods and services
   (d) none of the above  (Mark 1)

27. The average annual rainfall in India is estimated at ________ in a year.
   (a) 117 cm.
   (b) 120 cm.
   (c) 12 cm.
   (d) 17 cm.  (Mark 1)

28. The average annual rainfall in Thar desert is
   (a) Less than 20 cm.
   (b) More than 20 cm.
   (c) Less than 100 cm.
   (d) More than 100 cm.  (Mark 1)

29. The average annual rainfall in Eastern India is
   (a) Less than 20 cm.
Appendices...

(b) More than 150 cm. But less than 180 cm.
(c) More than 200 cm.
(d) None of the above. (Mark 1)

30. The mean annual flow of the Indian rivers is estimated to be about
   (a) 1800 billion cubic meters
   (b) 1869 billion cubic meters
   (c) 800 billion cubic meters
   (d) None of the above. (Mark 1)

31. Indian rivers consist of
   (a) the Himalayan rivers
   (b) the Peninsular rivers
   (c) both (a) and (b)
   (d) none of the above. (Mark 1)

32. Himalayan rivers have their sources in the
   (a) glaciers
   (b) dams
   (c) mountains
   (d) none of the above. (Mark 1)

33. Canal irrigation has its maximum development in the
   (a) terrain areas
   (b) mountains or hilly areas
   (c) plains
   (d) none of the above. (Mark 1)

34. Tanks are common source of irrigation in India in the
   (a) Northern states
   (b) Western states
   (c) Eastern states
   (d) none of the above. (Mark 1)

35. Economically developed country/countries is/are
   (a) USA
   (b) UK
   (c) France
   (d) All of the above. (Mark 1)

36. India is the
   (a) developing nation
   (b) developed nation
   (c) underdeveloped nation
   (d) poor nation (Mark 1)

37. National Income is defined as
   (a) the total value of money in the country
   (b) the total value of all the goods and services produced within the country plus income coming from abroad
   (c) the total income of all the persons in the country whether legal or illegal.
   (d) None of the above. (Mark 1)

38. Per Capita Income means
   (a) \[ \text{Per Capita Income} = \frac{\text{Total national income}}{\text{Total Population}} \]
   (b) \[ \text{Per Capita Income} = \frac{\text{Total national population}}{\text{Total income}} \]
   (c) \[ \text{Per Capita Income} = \frac{\text{Total national output}}{\text{Total income}} \]
Appendices...

Total income
(d) = none of the above. (Mark 1)

39. The per capita income of India is
(a) very high compared to the developed nations
(b) very low compared to the developed nations
(c) moderate compared to the developed nations
(d) none of the above. (Mark 1)

40. India needs
(a) only economic development
(b) only human development
(c) both (a) & (b)
(d) none of the above (Mark 1)

41. H.D.I. stands for
(a) Human Development Of India’s
(b) House Development
(c) Human Development Index
(d) Housing Developing India (Mark 1)

42. India’s HDI rank is ________, in 2004.
(a) 147
(b) 137
(c) 127
(d) 117 (Mark 1)

43. When did India follow New Economic Policy?
(a) 1981
(b) 1991
(c) 1947
(d) 1986 (Mark 1)

44. Indian economy is
(a) progressing
(b) going downward
(c) stagnant
(d) can’t say (Mark 1)
Appendices...

SECTION – B (Diagram Based)

Q.Nos. 45 & 46 are based on the following diagram:

45. ‘M’ point shows
(a) the optimum population of a country
(b) the optimum point of output per head.
(c) Nothing.
(d) The population size. (Mark 1)

46. The curve after OM reflects that
(a) per head availability of goods and services will be minimum used.
(b) It may not be possible to produce the population with the basic goods and services required by them.
(c) It is possible to produce the population with the basic goods and services required by them.
(d) None of the above. (Mark 1)

SECTION – C (Questions 47-49)

Short Answer Type Questions

47. What measures can be taken to control the unemployment problem? Suggest two measures
1. __________
2. __________ (Marks 2)

48. Write one indicator of development.
___________________________ (One word) (Mark 1)

49. Write the types of consumer exploitation.

(Mark 3)
50. Match the following:

<table>
<thead>
<tr>
<th>List A</th>
<th>List B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Primary Sector</td>
<td>A. It involves the production of man-made goods</td>
</tr>
<tr>
<td>B. Secondary Sector</td>
<td>B. All those activities that link the producers and consumers.</td>
</tr>
<tr>
<td>C. Tertiary Sector</td>
<td>C. It includes all those activities, which are associated directly with land and water.</td>
</tr>
</tbody>
</table>

(Marks 3)

51. Match the following:

<table>
<thead>
<tr>
<th>List A</th>
<th>List B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Disguised Unemployment</td>
<td>A. When a person has to work where he is over qualified.</td>
</tr>
<tr>
<td>B. Technical Unemployment</td>
<td>B. When there is unemployment due to fall in demand for goods.</td>
</tr>
<tr>
<td>C. Seasonal Unemployment</td>
<td>C. Which occurs due to changes in technology.</td>
</tr>
<tr>
<td>D. Under-employment</td>
<td>D. When there is no capital or resource to provide employment to all the labour force.</td>
</tr>
<tr>
<td>E. Cyclical Unemployment</td>
<td>E. When some people are employed during some parts of the year and remain without work during the rest of the year owing to the year's seasonal nature of work especially in the agriculture sector.</td>
</tr>
<tr>
<td>F. Structural Unemployment</td>
<td>F. When more people are engaged in an activity than the required numbers.</td>
</tr>
</tbody>
</table>

(Marks 6)
SECTION -E (Questions 52-54)

Fill in the Blanks

52. Artificial scarcity of goods and services is created to earn _________. (Mark 1)

53. In India, censuses are always conducted after ___________ years. (Mark 1)

54. Secondary sector is also known as the _________ sector. (Mark 1)

SECTION-F (Questions 55-60)

(True and False Statements)

55. Secondary sector can be divided into three types, which one is false.
   (a) cottage industries
   (b) textiles
   (c) large-scale industries
   (d) small-scale industries (Mark 1)

56. Over population causes the following, which one is false.
   (a) unemployment
   (b) poverty
   (c) starvation
   (d) growth (Mark 1)

57. Following are the major reasons for migration, which one is false.
   (a) lack of employment opportunities
   (b) food scarcity
   (c) natural calamity
   (d) getting bored from the native place (Mark 1)

58. Following are the indicators of economic development, which one is false.
   (a) per capita income
   (b) standard of living
   (c) national income
   (d) availability of expensive items (Mark 1)

59. Following are the forms of consumer exploitation, which one is false.
   (a) under weight and under measurement
   (b) sub-standard quality
   (c) duplicate articles
   (d) giving correct information (Mark 1)

60. The indicators of HDI include the following, which one is false.
   (a) longevity
   (b) poverty
   (c) standard of living
   (d) knowledge. (Mark 1)
Appendix A-6

RESPONSE SHEET

SECTION A
(Questions 1-44)

Enter your right choice

<table>
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<th>Q.NO.</th>
<th>Q.NO.</th>
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SECTION B
(Questions 45-46)

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<tr>
<td>45</td>
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<td>46</td>
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</tbody>
</table>

SECTION C
(Questions 47-49)

47. MEASURES
1. _____________________
2. _____________________

48. _____________________ (ONE INDICATOR)

49. Types of Consumer Exploitation
1. _____________________
2. _____________________
Appendices...

SECTION - D
(Questions 50-51)

50.

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<td>c</td>
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51.

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SECTION - E
Fill in the blanks
(Questions 52-54)

52. ____________
53. ____________
54. ___________

SECTION - F
(Questions 55-60)

<table>
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<td>60</td>
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LIFE SKILLS QUESTIONNAIRE

(LSQ)
Appendix C

REVISED STUDY PROCESS QUESTIONNAIRE

NAME_________________________CLASS & SECTION_________________________

SCHOOL__________________________

**Direction: This questionnaire has a number of questions about your attitudes towards your studies and your usual way of studying. Please use check mark (✓) to fill in the appropriate blank behind each item. The letters in the blank stand for the following response.

A- This item is never or only rarely true of me.
B- This item is sometimes true of me.
C- This item is true of me about half the time.
D- This item is frequently true of me.
E- This item is always or almost always true of me.

There is no right way of studying. It depends on what suits your own style and the course you are studying. It is accordingly important that you answer each question as honestly as you can. If you think your answer to a question would depend on the subject being studied, give the answer that would apply to the subject most important to you. Do not depend a long time on each item. Your first reaction is probably the best one. Your answers are CONFIDENTIAL.