APPENDICES
APPENDICES

Appendix I: Questionnaire ‘A’ – Responses of class IX & X students about the Science & Social Studies curriculum.

Appendix II: Questionnaire ‘B’ – Responses of class IX & X teachers about Science curriculum.

Appendix III: Questionnaire ‘C’ – Responses of class IX & X teachers about Social Studies curriculum.

Appendix IV: Questionnaire ‘D’ – Responses of class XI & XII students about Physics, Chemistry and Biology curriculum.

Appendix V: Questionnaire ‘E’ – Responses of class XI & XII teachers about Physics, Chemistry and Biology curriculum.

Appendix VI: Questionnaire ‘F’ – Responses of class XI & XII students about History, Geography, Political Science and Economics curriculum.


Appendix VIII: Syllabus of class IX – 2003 (Science and Technology, Social Studies, Information Technology).

Appendix IX: Syllabus of class X – 2003 (Science and Technology, Social Studies, Information Technology).

Appendix X: Syllabus of class XI – 2003 (Physics, Chemistry, Biology, History, Geography, Political Science, Economics).

Appendix XI: Syllabus of class XII – 2003 (Physics, Chemistry, Biology, History, Geography, Political Science, Economics).
APPENDIX I
QUESTIONNAIRE ‘A’

A survey to know the opinion of Secondary School Students (class IX & X) from few cities in U.P. towards their Science and Social Studies Curriculum.

Name of the student: .................................................................

Class passed: ..............................................................................

Age: .................... Sex: .....................

Name of the School: ........................................... Place: .................

The following statements relate to various aspects of the Lower Secondary School Curriculum based on the National Curriculum Framework for School Education-2000 and syllabus of the year 2003 from NCERT and CBSE textbooks of Science and Technology and Social Sciences. The purpose is to know your opinion about each statement. The answers will be used for the research purpose only. Your cooperation in this regard is greatly indebted.

DIRECTION: Read the statements carefully and mark your agreement or disagreement with each of the statements by putting a tick mark against the correct answer.

Examples:

1. You study at Home

   (i) Everyday  (✔️)
   (ii) Only on Sundays (  )
   (iii) Occasionally (  )

   If your choice is everyday then put tick (✔️) against it.

2. Do you play cricket?

   If your choice is ‘Yes’ put tick (✔️) against yes.
Statements related to NCERT/CBSE text books of Science and Technology are given below.

1. Your text book of Science and Technology is

   i) Easy ( )
   ii) Difficult ( )
   iii) Apt ( )

2. Subject matter in the text book is

   i) Interesting ( )
   ii) Not very interesting ( )
   iii) Boring ( )

3. The syllabus of text book is

   i) Lengthy ( )
   ii) Short ( )
   iii) Appropriate ( )

4. The Curriculum in Science and Technology is

   i) Wide and comprehensive ( )
   ii) Narrow and limited ( )
   iii) Heavy and burdensome ( )

5. Curriculum is

   i) Flexible ( )
   ii) Rigid ( )

6. With which of the following statements do you agree

   i) Studying Physics, Chemistry and Biology as an integrated subject under Science and Technology is more beneficial for students. ( )
   ii) Studying Physics, Chemistry and Biology as separate disciplines is more beneficial for students ( )
   iii) Both the above approaches are equally good. ( )
7. Science and Technology course is integrated with Information Technology.

8. It is correlated with other subjects.

9. It provides you with sufficient material on the subject.

10. Course content is sufficient enough to be covered comfortably within the given time frame of your school.

11. The experiments in Physics, Chemistry, and Biology are feasible to be performed in your school laboratory.

12. How many experiments did you perform in your school laboratory last year? If performed less than fifteen, please state reason.

13. There should be two sets of curricula – advanced and ordinary in Science and Technology for class IX and X students to choose any one of them.

14. The curriculum is related to community living.
15. It encourages learning by doing.

16. It is complete in itself.

17. The language of text book is lucid, simple and precise.

18. It contains necessary examples, figures, graphs, etc.

19. It develops economic efficiency and capacity to earn livelihood.

20. It increases curiosity and power of reasoning and observation.

21. It explains happening of natural phenomenon around us.

22. Any other comments regarding your new course book in Science and Technology are solicited.

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Statements related to NCERT/CBSE text book of Social Sciences are given below:

1. The text book is
   i) Easy ( )
   ii) Difficult ( )
   iii) Apt ( )

2. Subject matter in the text book is
   i) Interesting ( )
   ii) Not very interesting ( )
   iii) Boring ( )

3. The syllabus of text book is
   i) Lengthy ( )
   ii) Short ( )
   iii) Appropriate ( )

4. The curriculum in Social Sciences is
   i) Wide and comprehensive ( )
   ii) Narrow and limited ( )
   iii) Heavy and burdensome ( )

5. The curriculum is
   i) Flexible ( )
   ii) Rigid ( )

6. With which of the following statements do you agree
   i) Studying History, Geography, Civics, and Economics as integrated subject under Social Sciences is more beneficial for students. ( )
   ii) Studying History, Geography, Civics, and Economics as separate disciplines is more beneficial for students. ( )
   iii) Both the above approaches are equally good. ( )
7. Social Sciences course is integrated with Information Technology.

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8. It is correlated with other subjects.

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9. It provides you with sufficient material on the subject.

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10. Course content is sufficient enough to be covered comfortably within the given time frame of your school.

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11. The curriculum inculcates love for cultural values.

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12. It develops sense of appreciation.

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13. It creates national awareness and promotes international understanding.

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14. It is related to community living.

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15. It is complete in itself.

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16. The language of the text book is lucid, simple and precise.

17. It contains necessary examples, figures, graphs, maps etc.

18. It provides social competence.

19. It is experience based (i.e. it contains a series of activities and skills).

20. It enables you to resolve your contemporary social and individual problems.

21. Any other comments regarding your new course book in Social Sciences are solicited.

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APPENDIX II
QUESTIONNAIRE ‘B’

A survey to know the opinion of Secondary School Teachers of Science from few cities in U.P. towards Secondary School Science and Technology Curriculum

Name of the teacher:.........................................................................................................................

Subjects teaching in class IX & X:......................................................................................................

Classes assessed:.................................................................................................................................

Teaching experience:......................... Years

Age:....................... Sex:......................

Name of the School:......................................................... Place:.........................

The following statements relate to various aspects of the secondary school curriculum based on the National Curriculum Framework for School Education-2000 and syllabus of the year 2003 from NCERT and CBSE textbooks in Science and Technology. The purpose is to know your opinion about each statement. The answers will be used for the research purpose only. Your cooperation in this regard is greatly indebted.

DIRECTION: Read the statements carefully and mark your agreement or disagreement with each of the statements by putting a tick mark against the correct answer.

Examples:

1. Vocational education for students in school should begin

   (i) From class VIII onwards ( ✔ )
   (ii) After class X (   )
   (iii) After class XII (   )

   If your choice is “From Class VIII onwards” then put tick (✔) against it.

2. Teachers possessing B.Ed. degree are more efficient in teaching profession than those who do not possess it.

   Yes
   No
   Can’t say

   ✔

If your choice is ‘Yes’ put tick (✔) against yes.
Begin here:

(1) The textbook of Science and Technology for the students of class IX and X is
   (i) Easy ( )
   (ii) Difficult ( )
   (iii) Apt ( )

(2) Subject matter in NCERT / CBSE textbook for the students is
   (i) Interesting ( )
   (ii) Not very interesting ( )
   (iii) Boring ( )

(3) Syllabus of new course of NCERT / CBSE when compared with the old course is
   (i) Entirely different ( )
   (ii) Not much different ( )
   (iii) Not at all different ( )

(4) NCERT / CBSE course in Science and Technology textbook for the students is
   (i) Lengthy ( )
   (ii) Short ( )
   (iii) Appropriate ( )

(5) Curriculum in Science and Technology is
   (i) Wide and comprehensive ( )
   (ii) Narrow and limited ( )
   (iii) Heavy and Burdensome ( )

(6) Science and Technology curriculum in NCERT / CBSE textbook is
   (i) Flexible ( )
   (ii) Rigid ( )

(7) With which of the following statements do you agree
   (i) Teaching Physics, Chemistry and Biology as an integrated subject under Science and Technology is more beneficial for students. ( )
   (ii) Teaching Physics, Chemistry and Biology as separate disciplines is more beneficial for students. ( )
   (iii) Both the above approaches are equally good. ( )
(8) Science and technology course is integrated with Information Technology.  

(9) Curriculum in Science and Technology is correlated with other subjects.  

(10) NCERT / CBSE textbook of Science and Technology provides the students with sufficient material on the subject.  

(11) Course content in Science and Technology is sufficient enough to be covered within the given time frame of the school.  

(12) New course is more better than the old course in providing social competence in students.  

(13) Curriculum in Science and Technology is related to community living.  

(14) Curriculum in Science and Technology helps develop in students scientific attitude and skills required at secondary school level.  

(15) Curriculum for classes IX and X is complete in itself.  

(16) The language of textbook of NCERT / CBSE in Science and Technology is lucid, simple and precise.  

(17) NCERT / CBSE Science and Technology textbook contains necessary examples, figures, graphs, maps etc.
(18) The curriculum is sensitive to changing technology and social needs.

(19) It encourages learning by doing.

(20) It develops in students economic efficiency and capacity to earn livelihood.

(21) It increases curiosity and power of reasoning and observation.

(22) It provides the scientific outlook (free from prejudices and based on tolerance).

(23) It helps in building up of proper development of personality in students.

(24) It has utility in the practical life of students.

(25) It makes proper exercise of mental discipline in children.

(26) It develops sense of appreciation.

(27) It is based on the psychological principles of learning.
(28) There should be two sets of curricula – advanced and ordinary in Science and Technology for class IX and X. students to choose any one of them.

(29) Can the objectives of new syllabus be achieved under normal conditions and circumstances?

(30) Any other comments regarding the new course in Science and Technology for classes IX and X are solicited.
APPENDIX III
QUESTIONNAIRE ‘C’

A Survey to know the opinion of Secondary School Teachers of Social Sciences from few cities in U.P. towards Secondary School Social Studies Curriculum

Name of the teacher: ..............................................................

Subjects teaching in class IX & X: ..............................................

Classes assessed: ......................................................................

Teaching experience: .......... Years.

Age: ............... Years. Sex: ....................

Name of the School: .................................................. Place: ............

The following statements relate to various aspects of the Secondary School Curriculum based on the National Curriculum Framework For School Education-2000 and the syllabus of the year 2003 from NCERT and CBSE textbooks in Social Science. The purpose is to know your opinion about each statement. The answers will be used for the research purpose only. Your cooperation in this regard is greatly indebted.

DIRECTION: Read the statements carefully and mark your agreement or disagreement with each of the statements by putting a tick mark against the correct answer.

Examples:

1. Vocational education for students in school should begin
   (i) From class VIII onwards  (  )
   (ii) After class X (  )
   (iii) After class XII (  )

   If your choice is “From Class VIII onwards” then put tick (✓) against it.

2. Teachers possessing B.Ed. degree are more efficient in teaching profession than those who do not possess it.

   If your choice is ‘Yes’ put tick (✓) against yes.
Begin here:

(1) The NCERT/CBSE textbook of Social Sciences for the students of class IX and X is
   (i) Easy
   (ii) Difficult
   (iii) Apt

(2) Subject matter in NCERT / CBSE textbook of Social Sciences for the students is
   (i) Interesting
   (ii) Not very interesting
   (iii) Boring

(3) New course when compared with old course is
   (i) Entirely different
   (ii) Not much different
   (iii) Not at all different

(4) New course in Social Sciences for the students is
   (i) Lengthy
   (ii) Short
   (iii) Appropriate

(5) The curriculum in Social Sciences is
   (i) Wide and comprehensive
   (ii) Narrow and limited
   (iii) Heavy and Burdensome

(6) The new curriculum in Social Sciences is
   (i) Flexible
   (ii) Rigid

(7) With which of the following statements do you agree
   (i) Teaching History, Geography, Civics and Economics as an integrated subject under social Sciences is more beneficial for students.
   (ii) Teaching History, Geography, Civics and Economics as separate disciplines is more beneficial for students.
   (iii) Both the above approaches are equally good

(8) The Curriculum in Social Sciences is integrated with Information Technology.

(9) Curriculum in Social Sciences is correlated with other subjects.
(10) The textbook of Social Sciences textbook provides the students with sufficient material on the subject.

(11) The Course content in new syllabus is sufficient enough to be covered within the given time frame of your school.

(12) The new Curriculum is more better than the previous curriculum in providing social competence in students.

(13) The new curriculum is related to community living.

(14) The Curriculum in Social Sciences is sufficient enough to develop the necessary aptitude and skills required at Secondary School level.

(15) Curriculum for classes IX and X is complete in itself.

(16) The language of NCERT / CBSE textbook in Social Sciences is lucid, simple and precise.

(17) NCERT / CBSE textbook of Social Sciences contain necessary examples, figures, graphs, maps etc.

(18) Curriculum in Social Sciences is sensitive to changing needs and values of the society.

(19) The Curriculum is experience based (i.e. it contains a series of activities and skills.)
(20) It will enable the students to gain insight into spiritual, economic and political values.

(21) It helps children develop an insight into human relationships, social values and attitudes.

(22) It intends to promote the values and ideals of humanism, secularism, socialism and democracy.

(23) It provides functional relationships among different branches of social sciences.

(24) It helps in building intelligent democratic citizenship in students.

(25) Course content of new syllabus when compared with the old syllabus is

   (i) More ( )
   (ii) Less ( )
   (iii) The same ( )

(26) It is based on Psychological principles of learning.

(27) It develops in student's sense of appreciation.

(28) It helps develop national awareness and international understanding.
(29) Any other comments regarding the new course in Social Sciences for classes IX and X are solicited.

Yes | No | Can't say
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APPENDIX IV
QUESTIONNAIRE 'D'

A Survey to know the opinion of Senior Secondary School Students of Science Stream (Physics, Chemistry and Biology) from few cities in U.P. towards their Physics, Chemistry and Biology Curriculum

Name of the student: ..............................................................

Class Passed: ..............................................................

Age: ..................  Sex: ..................

Name of the School/College:.............................................. Place: .................

The following statements relate to various aspects of the secondary school curriculum based on the National Curriculum Framework for School Education-2000 and syllabus of the year 2003 from NCERT and CBSE textbooks of Science (Physics, Chemistry and Biology). The purpose is to know your opinion about each statement. The answers will be used for the research purpose only. Your cooperation in this regard is greatly indebted.

DIRECTION: Read the statements carefully and mark your agreement or disagreement with each of the statements by putting a tick mark against the correct answer.

Example:
1. You study at Home

   i) Everyday ( √  )
   ii) Only on Sundays (   )
   iii) Occasionally (   )

If your choice is ‘everyday’ put tick (√) against everyday.

2. Do you play cricket?

   If your choice is ‘yes’ put tick (√) against yes

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Given below are the statements related to NCERT /CBSE text books of Physics.

1. The Curriculum is
   i) Easy
   ii) Difficult
   iii) Apt

2. Subject matter in the text books of Physics, is
   i) Interesting
   ii) Not very interesting
   iii) Boring

3. Your text books of Physics are
   i) Lengthy
   ii) Short
   iii) Appropriate

4. Curriculum in physics is.
   i) Wide and comprehensive
   ii) Narrow and limited
   iii) Heavy and burdensome

5. Your Physics text books are
   i) Cheap
   ii) Affordable
   iii) Costly

6. Semestirization of Physics course for class XI and XII is
   i) Beneficial
   ii) Not very beneficial
   iii) Semester pattern and annual pattern of studies are equally good
7. Your Physics syllabus is integrated with Information Technology.  

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<th>Yes</th>
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8. Curriculum in Physics is correlated with that of Chemistry and Biology.  

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<th>Yes</th>
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<th>Can't Say</th>
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9. Physics text books provide you with sufficient material on the subject.  

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<th>Yes</th>
<th>No</th>
<th>Can't Say</th>
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10. Course content in your Physics text books is sufficient enough to be covered comfortably within the given timeframe of your school.  

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11. Curriculum is sufficient enough to develop scientific attitude and skills required at senior secondary school level.  

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12. Curriculum in Physics is complete in itself.  

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13. It is community based.  

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<th>Yes</th>
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15. The language of text books is lucid, simple and precise.

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<th>Yes</th>
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16. The text books of Physics contain necessary examples, figures, graphs, etc.

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<th>Can’t Say</th>
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17. It increases curiosity and power of reasoning and observation.

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<th>No</th>
<th>Can’t Say</th>
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18. The experiments in Physics are feasible to be performed in your school laboratory

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<th>Yes</th>
<th>No</th>
<th>Can’t Say</th>
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19. The new course in Physics is sufficient enough to help you compete All India Medical, Engineering and other entrance examinations.

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20. Any other comments regarding the new course in Physics are solicited.

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______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Given below are the statements related to NCERT/CBSE text books of Chemistry.

1. The Curriculum in Chemistry is
   i) Easy
   ( )
   ii) Difficult
   ( )
   iii) Apt
   ( )

2. Subject matter in the text books of Chemistry is
   i) Interesting
   ( )
   ii) Not very interesting
   ( )
   iii) Boring
   ( )

3. Your text book of Chemistry is
   i) Lengthy
   ( )
   ii) Short
   ( )
   iii) Appropriate
   ( )

4. Curriculum in Chemistry is
   i) Wide and comprehensive
   ( )
   ii) Narrow and limited
   ( )
   iii) Heavy and burdensome
   ( )

5. Your Chemistry text books are
   i) Cheap
   ( )
   ii) Affordable
   ( )
   iii) Costly
   ( )

6. Semestirization of Chemistry course for class XI and XII students is
   i) Beneficial
   ( )
   ii) Not very beneficial
   ( )
   iii) Semester pattern and annual pattern of studies are equally good
   ( )
7. Your Chemistry syllabus is integrated with Information Technology.  

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<th>Yes</th>
<th>No</th>
<th>Can’t say</th>
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8. Curriculum in Chemistry is correlated with that of Physics and Biology.  

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<th>Yes</th>
<th>No</th>
<th>Can’t say</th>
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9. Chemistry text books provide you with sufficient material on the subject.  

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<th>Yes</th>
<th>No</th>
<th>Can’t say</th>
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10. Course content in your Chemistry text books is sufficient enough to be covered comfortably within the given timeframe of your school.  

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<th>Yes</th>
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11. Curriculum is sufficient enough to develop scientific attitude and skills required at senior secondary school level.  

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<th>Yes</th>
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<th>Can’t say</th>
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12. Curriculum in Chemistry is complete in itself.  

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<th>Yes</th>
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<th>Can’t say</th>
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13. It is community based.  

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<th>No</th>
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<th>No</th>
<th>Can’t say</th>
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15. The language of text books is lucid, simple and precise.  

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<th>Can’t say</th>
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</table>
16. The text books of Chemistry contain necessary examples, figures, graphs, etc.

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<tr>
<th>Yes</th>
<th>No</th>
<th>Can’t Say</th>
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17. The experiments in Chemistry are feasible to be performed in your school laboratory

<table>
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<tr>
<th>Yes</th>
<th>No</th>
<th>Can’t Say</th>
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</table>

18. The new course in Chemistry is sufficient enough to help you compete All India Medical, Engineering and other entrance examinations.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Can’t Say</th>
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19. Does it provide scientific outlook? (free from prejudices and based on tolerance).

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<tr>
<th>Yes</th>
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20. Any other comments regarding the new course in Chemistry are solicited.

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Given below are the statements related to NCERT/CBSE textbooks of Biology.

1. The Curriculum in Biology is
   i) Easy ( )
   ii) Difficult ( )
   iii) Apt ( )

2. Subject matter in the textbooks of Biology is
   i) Interesting ( )
   ii) Not very interesting ( )
   iii) Boring ( )

3. Your textbooks of Biology are
   i) Lengthy ( )
   ii) Short ( )
   iii) Appropriate ( )

4. Curriculum in Biology is
   i) Wide and comprehensive ( )
   ii) Narrow and limited ( )
   iii) Heavy and burdensome ( )

5. Your Biology textbooks are
   i) Cheap ( )
   ii) Affordable ( )
   iii) Costly ( )

6. Semestirization of Biology course for class XI and XII students is
   i) Beneficial ( )
   ii) Not very beneficial ( )
   iii) Semester pattern and annual pattern of studies are equally good ( )
7. Your Biology syllabus is integrated with Information Technology.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Can’t say</th>
</tr>
</thead>
</table>

8. Curriculum in Biology is correlated with that of Chemistry and Biology.

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<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Can’t say</th>
</tr>
</thead>
</table>

9. Biology text books provide you with sufficient material on the subject.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Can’t say</th>
</tr>
</thead>
</table>

10. Course content in your Biology textbooks is sufficient enough to be covered comfortably within the given timeframe of your school.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Can’t say</th>
</tr>
</thead>
</table>

11. Curriculum is sufficient enough to develop scientific attitude and skills required at senior secondary school level.

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<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Can’t say</th>
</tr>
</thead>
</table>

12. Curriculum in Biology is complete in itself.

<table>
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<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Can’t say</th>
</tr>
</thead>
</table>

13. It is community based.

<table>
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<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Can’t say</th>
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</thead>
</table>


<table>
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<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Can’t say</th>
</tr>
</thead>
</table>

15. The language of textbooks is lucid, simple and precise.

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<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Can’t say</th>
</tr>
</thead>
</table>
16. The textbooks of Biology contain necessary examples, figures, graphs, etc.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Can't say</th>
</tr>
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</table>

17. It increases curiosity and power of reasoning and observation.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Can't say</th>
</tr>
</thead>
</table>

18. The experiments in Biology are feasible to be performed in your school laboratory.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Can't say</th>
</tr>
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</table>

19. The new course in Biology is sufficient enough to help you compete All India Medical, Agricultural and other entrance examinations.

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<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Can't say</th>
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20. Any other comments regarding the new course in Biology are solicited.

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APPENDIX V
QUESTIONNAIRE ‘E’

A survey to know the opinion of Senior Secondary School Teachers of Science (Physics, Chemistry & Biology) from few cities in U.P. towards their Physics, Chemistry and Biology Curriculum

Name of the teacher: ........................................................................................................

Subjects teaching in class XI & XII: ...........................................................................

Classes assessed: ...........................................................................................................

Teaching experience: ...................... Years

Age: ................... Sex: .....................

Name of the School/College: ........................................... Place: ..........................

The following statements relate to various aspects of the Senior Secondary School Curriculum based on the National Curriculum Framework For School Education-2000 and syllabus of the year 2003 from NCERT and CBSE textbooks in Physics, Chemistry & Biology. The purpose is to know your opinion about each statement. The answers will be used for the research purpose only. Your cooperation in this regard is greatly indebted.

DIRECTION: Read the statements carefully and mark your agreement or disagreement with each of the statements by putting a tick mark against the correct answer.

Examples:

1. Vocational education for students in school should begin

   (i) From class VIII onwards (  ✔  )
   (ii) After class X (       )
   (iii) After class XII (       )

   If your choice is “From Class VIII onwards” then put tick (✔) against it.

2. Teachers possessing B.Ed. degree are more efficient in teaching profession than those who do not possess it.

   Yes       No       Can’t say
   ✔

If your choice is ‘Yes’ put tick (✔) against yes.
Begin here:

(1) The NCERT / CBSE curriculum in (Physics/Chemistry/Biology) for the students is
   (i) Easy
   (ii) Difficult
   (iii) Apt

(2) Subject matter in NCERT / CBSE textbooks for the students is
   (i) Interesting
   (ii) Not very interesting
   (iii) Boring

(3) New course when compared with old course is
   (i) Entirely different
   (ii) Not much different
   (iii) Not at all different

(4) The NCERT / CBSE textbooks in (Physics/Chemistry/Biology) for the students is
   (i) Lengthy
   (ii) Short
   (iii) Appropriate

(5) The Curriculum in (Physics/Chemistry/Biology): is (the concern subject teacher is requested to tick mark the subject he / she has assessed).
   (i) Wide and comprehensive
   (ii) Narrow and limited
   (iii) Heavy and Burdensome

(6) The Curriculum in (Physics/Chemistry/Biology) is
   (i) Flexible
   (ii) Rigid

(7) New course when compared with old course is
   (i) More difficult
   (ii) Less difficult
   (iii) Of the same difficulty level

(8) Curriculum in (Physics / Chemistry / Biology) is integrated with Information Technology.

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<tr>
<th>Yes</th>
<th>No</th>
<th>Can't say</th>
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</table>

(9) Curriculum in (Physics / Chemistry / Biology) is correlated with other subjects.

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<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Can't say</th>
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</thead>
</table>

(10) NCERT /CBSE textbooks in (Physics / Chemistry/Biology) provide the students with sufficient material on the subject.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Can't say</th>
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</table>
(11) The Course content is sufficient enough to be covered within the given time frame of your school.

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<th></th>
<th>Yes</th>
<th>No</th>
<th>Can’t say</th>
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(12) New course is more better than the old course in providing social competence in students.

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(13) It is related to community living.

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<th></th>
<th>Yes</th>
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(14) The Curriculum is sufficient enough to develop scientific attitude and skills in pupils required at Senior Secondary School level.

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(15) Curriculum for classes XI and XII is complete in itself.

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(16) The language of NCERT/CBSE textbooks of (Physics/Chemistry/Biology) is lucid, simple and precise.

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(17) NCERT / CBSE textbooks contain necessary examples, figures, graphs, etc.

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(18) It develops in pupils the desired skills for solving problems in their day-to-day life.

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(19) The curriculum in classes XI and XII provide the students with sufficient knowledge and understanding required at Senior Secondary School level.

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(20) It develops in students economic efficiency and capacity to earn livelihood.

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<th>Yes</th>
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</table>
(21) It develops curiosity and power of reasoning and observation in students.

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(22) It provides the scientific outlook (free from prejudices and based on tolerance).

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(23) It trains pupils for efficient application of the knowledge of principles and theories of science.

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(24) It has utility in the practical life of students.

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(25) Course content of new syllabus when compared with the old syllabus is
   (i) More
   (ii) Less
   (iii) The same

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(26) Semesterization of class XI and XII courses for students is
   (i) Beneficial
   (ii) Not very beneficial
   (iii) Semester pattern and annual pattern are equally good

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<td>(ii)</td>
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<td>(iii)</td>
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</table>

(27) It is based on the psychological principles of learning.

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<th>Yes</th>
<th>No</th>
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(28) The increase in number of experiments to be performed in School Laboratory in classes XI and XII in comparison to old course is right.

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<th>Yes</th>
<th>No</th>
<th>Can't say</th>
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</table>

(29) It is feasible to perform all the experiments of (Physics/Chemistry/Biology) in your School Laboratory.

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<tr>
<th>Yes</th>
<th>No</th>
<th>Can't say</th>
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</table>

(30) Any other comments regarding the new course in Physics, Chemistry and Biology for classes XI and XII are solicited.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Can't say</th>
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APPENDIX VI
QUESTIONNAIRE ‘F’

A Survey to know the opinion of Senior Secondary School Students of Social Sciences (History, Geography, Political Science and Economics) from few cities in U.P. towards their History, Geography, Political Science and Economics Curriculum

Name of the student: ........................................................................................................
Class Passed: .............................................................................................................
Age: ....................................... Sex: .........................
Name of the School/College: ................................................................. Place: ..............

The following statements relate to various aspects of the secondary school curriculum based on the National Curriculum Framework For School Eduaction-2000 and syllabus of the year 2003 from NCERT and CBSE textbooks in History, Geography, Political Science and Economics. The purpose is to know your opinion about each statement. The answers will be used for the research purpose only. Your cooperation in this regard is greatly indebted.

DIRECTION: Read the statements carefully and mark your agreement or disagreement with each of the statements by putting a tick mark against the correct answer.

Example:
1. You study at Home
   i) Everyday ( √ )
   ii) Only on Sundays ( Yes No Can’t Say
   iii)

If your choice is ‘everyday’ put tick ( √ ) against everyday.

2. Do you play cricket?
If your choice is ‘yes’ put tick ( √ ) against yes
Begin here:

Given below are the statements related to NCERT/CBSE text books of History.

1. The curriculum in History is
   i) Easy
   ii) Difficult
   iii) Apt

2. Subject matter in History text books is.
   i) Interesting
   ii) Not very interesting
   iii) Boring

3. Your text books of History are.
   i) Lengthy
   ii) Short
   iii) Appropriate

4. The curriculum in History is
   i) Wide and comprehensive
   ii) Narrow and limited
   iii) Heavy and Burdensome

5. The new curriculum in History is
   i) Flexible
   ii) Rigid

6. Your text books of History are
   i) Cheap
   ii) Affordable
   iii) Costly

7. Semesterization of History course for class XI and XII students is
   i) Beneficial
   ii) Not very beneficial
   iii) Semester pattern and Annual pattern are equally good

8. The History course of class X and class XI is
   i) Much correlated
   ii) Less correlated
   iii) Not correlated
9. The History curriculum is correlated with different disciplines of Social Sciences.

10. Do you use computers or make use of Information Technology for studying History wherever possible.

11. The History text books provide you with sufficient material on the subject.

12. Curriculum in History is complete in itself.

13. All the areas of Indian History (Ancient, Medieval and Modern) are given equal importance in the new curriculum. If not, which period is not covered properly?

14. Course content in History text books is sufficient enough to be covered within the given timeframe of your school/college.

15. The text books of History are written in lucid, simple and precise language.

16. The text books of History contain necessary examples, figures, graphs, maps etc.
17. The Curriculum in History develops an insight into human relationships; social values foster national feelings and promote International understanding

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<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Can't Say</th>
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18. The History curriculum develops critical appreciation of the past so that pupils personality is free from prejudices, parochialism and communalism.

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<th>Yes</th>
<th>No</th>
<th>Can't Say</th>
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19. It intends to promote "values and ideals of humanism, secularism, socialism and democracy".

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<th>No</th>
<th>Can't Say</th>
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20. The History curriculum is related to community living

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<th>Yes</th>
<th>No</th>
<th>Can't Say</th>
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21. Any other comments regarding the new curriculum in History are solicited.

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Given below are the statements related to NCERT/CBSE text books of Geography.

1. The curriculum in Geography is
   i) Easy
   ii) Difficult
   iii) Apt

2. Subject matter in Geography text books is.
   i) Interesting
   ii) Not very interesting
   iii) Boring

3. Your text books of Geography are.
   i) Lengthy
   ii) Short
   iii) Appropriate

4. The curriculum in Geography is
   i) Wide and comprehensive
   ii) Narrow and limited
   iii) Heavy and Burdensome

5. The new curriculum in Geography is
   i) Flexible
   ii) Rigid

6. Your text books of Geography are
   i) Cheap
   ii) Affordable
   iii) Costly

7. Semesterization of Geography course for class XI and XII students is
   i) Beneficial
   ii) Not very beneficial
   iii) Semester pattern and Annual pattern are equally good
8. The Geography course of class X and class XI is
   i) Much correlated ( )
   ii) Less correlated ( )
   iii) Not correlated ( )

9. The Geography curriculum is correlated with different disciplines of Social Sciences.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Can't Say</th>
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10. Do you use computers or make use of Information Technology for studying Geography wherever possible.

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<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Can't Say</th>
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11. The Geography text books provide you with sufficient material on the subject.

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<th>Yes</th>
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12. Curriculum in Geography is complete in itself.

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<th>Yes</th>
<th>No</th>
<th>Can't Say</th>
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13. The Geography curriculum makes you understand and analyze the inter relationships between physical and human environments and their impact.

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<th>Yes</th>
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14. Course content in Geography text books is sufficient enough to be covered within the given timeframe of your school/college.

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<th>Can't Say</th>
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</table>
15. The text books of Geography are written in lucid, simple and precise language.

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<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Can't Say</th>
</tr>
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</table>

16. The text books of Geography contain necessary examples, figures, graphs, maps etc.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Can't Say</th>
</tr>
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17. The curriculum is linked with life skills.

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<th>Yes</th>
<th>No</th>
<th>Can't Say</th>
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18. Is the curriculum experience based? (i.e. does it contain a series of activities and skills).

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<th>Yes</th>
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<th>Can't Say</th>
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19. The curriculum in Geography increases curiosity, power of reasoning and observation.

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<tr>
<th>Yes</th>
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<th>Can't Say</th>
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20. Any other comments regarding the new curriculum in Geography are solicited.

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Given below are the statements related to NCERT/CBSE text books of Political Science.

1. The curriculum in Political Science is
   i) Easy
   ( )
   ii) Difficult
   ( )
   iii) Apt
   ( )

2. Subject matter in Political Science text books is.
   i) Interesting
   ( )
   ii) Not very interesting
   ( )
   iii) Boring
   ( )

3. Your text books of Political Science are.
   i) Lengthy
   ( )
   ii) Short
   ( )
   iii) Appropriate
   ( )

4. The curriculum in Political Science is
   i) Wide and comprehensive
   ( )
   ii) Narrow and limited
   ( )
   iii) Heavy and Burdensome
   ( )

5. The new curriculum in Political Science is
   i) Flexible
   ( )
   ii) Rigid
   ( )

6. Your text books of Political Science are
   i) Cheap
   ( )
   ii) Affordable
   ( )
   iii) Costly
   ( )

7. Semesterization of Political Science course for class XI and XII students is
   i) Beneficial
   ( )
   ii) Not very beneficial
   ( )
   iii) Semester pattern and Annual pattern are equally good
   ( )

8. The Political Science course of class X and class XI is
   i) Much correlated
   ( )
   ii) Less correlated
   ( )
   iii) Not correlated
   ( )
9. The Political Science curriculum is correlated with different disciplines of Social Sciences.

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<td>Yes</td>
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10. Do you use computers or make use of Information Technology for studying Political Science wherever possible.

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11. The Political Science text books provide you with sufficient material on the subject.

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12. Curriculum in Political Science is complete in itself.

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13. The Political Science curriculum acquaints you with attitudes and values which are necessary for healthy civic and political life.

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14. Course content in Political Science text books is sufficient enough to be covered within the given timeframe of your school/college.

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15. The text books of Political Science are written in lucid, simple and precise language.

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16. The text books of History contain necessary examples, figures, graphs, maps etc.

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17. The curriculum in Political Science integrates theory and applied politics as far as possible.

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<td>Yes</td>
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18. It develops insight into political values as forces in human behavior and human relationships.

Yes  No  Can’t Say

19. It intends to promote “values and ideals of humanism, secularism, socialism and democracy”.

Yes  No  Can’t Say

20. The Political Science curriculum is related to community living

Yes  No  Can’t Say

21. Any other comments regarding the new curriculum in Political Science are solicited.

.................................................................................................................................
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Given below are the statements related to NCERT/CBSE text books of Economics.

1. The curriculum in Economics is
   i) Easy ( )
   ii) Difficult ( )
   iii) Apt ( )

2. Subject matter in Economics text books is.
   i) Interesting ( )
   ii) Not very interesting ( )
   iii) Boring ( )

3. Your text books of Economics are.
   i) Lengthy ( )
   ii) Short ( )
   iii) Appropriate ( )

4. The curriculum in Economics is
   i) Wide and comprehensive ( )
   ii) Narrow and limited ( )
   iii) Heavy and Burdensome ( )

5. The new curriculum in Economics is
   i) Flexible ( )
   ii) Rigid ( )

6. Your text books of Economics are
   i) Cheap ( )
   ii) Affordable ( )
   iii) Costly ( )

7. Semesterization of Economics course for class XI and XII students is
   i) Beneficial ( )
   ii) Not very beneficial ( )
   iii) Semester pattern and Annual Patterns are equally good ( )

8. The Economics course of class X and class XI is
   i) Much correlated ( )
   ii) Less correlated ( )
   iii) Not correlated ( )
9. The Economics curriculum is correlated with different disciplines of Social Sciences.  

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10. Do you use computers or make use of Information Technology for studying Economics wherever possible.  

<table>
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11. The Economics text books provide you with sufficient material on the  

<table>
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<tr>
<th>Yes</th>
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12. Curriculum in Economics is complete in itself.  

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<tr>
<th>Yes</th>
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13. The Economics curriculum acquaints you with attitudes and values which are necessary for healthy civic and political life.  

<table>
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<tr>
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</table>

14. Course content in Economics text books is sufficient enough to be covered within the given timeframe of your school/college.  

<table>
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<tr>
<th>Yes</th>
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15. The text books of Economics is written in lucid, simple and precise language.  

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16. The text books of Economics contain necessary examples, figures, graphs, maps etc.  

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17. The curriculum in Economics integrates theory and applied politics as far as possible.

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18. Curriculum in Economics links education with life skills.

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19. The curriculum develops economic efficiency and capacity to earn livelihood.

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20. It helps you to gain insight into spiritual, economic and political values.

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21. Any other comments regarding the new curriculum in economics are solicited.

........................................................................................................................................
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APPENDIX VII
QUESTIONNAIRE ‘G’

A Survey to know the opinion of Senior Secondary School Teachers of Social Sciences from few cities in U.P. towards Senior Secondary School Curriculum in History, Geography, Political Science and Economics

Name of the teacher:......................................................................................

Subjects teaching in class XI and XII................................................................

Classes assessed:.............................................................................................

Teaching experience:................... Years.

Age:................................. Years.

Sex:..........................

Name of the School:......................................................... Place:....................

The following statements relate to various aspects of the Senior Secondary School curriculum based on the National Curriculum Framework For School Education-2000 and the syllabus of NCERT and CBSE textbooks in History, Geography, Political Science and Economics. The purpose is to know your opinion about each statement. The answers will be used for the research purpose only. Your cooperation in this regard is greatly indebted.

DIRECTION: Read the statements carefully and mark your agreement or disagreement with each of the statements by putting a tick mark against the correct answer.

Examples:

1. Vocational education for students in school should begin

   (i) From class VIII onwards ( ✓ )
   (ii) After class X (   )
   (iii) After class XII (   )

   If your choice is “From Class VIII onwards” then put tick (✓) against it.

2. Teachers possessing B.Ed. degree are more efficient in teaching profession than those who do not possess it.

   Yes [✓] No [ ] Can’t say [ ]

   If your choice is ‘Yes’ put tick ( ✓ ) against yes.
Begin here:

(1) The NCERT/CBSE Curriculum in (History/Geography/Political Science/ Economics) for the students is {the concerned subject teacher is requested to tick mark the subject he/she has assessed}.
   (i) Easy 
   (ii) Difficult 
   (iii) Apt 

(2) Subject matter in NCERT / CBSE textbooks is
   (i) Interesting 
   (ii) Not very interesting 
   (iii) Boring 

(3) New course when compared with old course is
   (i) Entirely different 
   (ii) Not much different 
   (iii) Not at all different 

(4) New course in (History/Geography/Political Science/ Economics) for the students is

   (i) Lengthy 
   (ii) Short 
   (iii) Appropriate 

(5) The curriculum in (History/Geography/Political Science/ Economics) is.

   (i) Wide and comprehensive 
   (ii) Narrow and limited 
   (iii) Heavy and Burdensome 

(6) The Curriculum in (History/Geography/Political Science/ Economics) is

   (i) Flexible 
   (ii) Rigid 

(7) New course when compared with old course is

   (i) More difficult 
   (ii) Less difficult 
   (iii) Of the same difficulty level

(8) The Curriculum in (History / Geography / Political Science/Economics) is integrated with Information Technology.

(9) The Curriculum in (History / Geography / Political Science/ Economics) is correlated with other subjects.
(10) The NCERT/CBSE textbooks provide the students with sufficient material on the subject.

Yes  No  Can't say

(11) The Course content is sufficient enough to be covered within the given time frame of your school.

Yes  No  Can't say

(12) The new Curriculum is more better than the previous curriculum in providing social competence in students.

Yes  No  Can't say

(13) It is related to community living.

Yes  No  Can't say

(14) The Curriculum in (History / Geography / Political Science / Economics) is sufficient enough to develop the necessary aptitude and skills required at Secondary Senior School level.

Yes  No  Can't say

(15) Curriculum for classes XI and XII is complete in itself.

Yes  No  Can't say

(16) The language of NCERT / CBSE textbook in Social Sciences is lucid, simple and precise.

Yes  No  Can't say

(17) NCERT / CBSE textbooks of History, Geography, Political Science and Economics for classes XI and XII contain necessary examples, figures, graphs, maps etc.

Yes  No  Can't say

(18) New Curriculum is sensitive to changing needs and values of the society.

Yes  No  Can't say

(19) The Curriculum provides students with sufficient knowledge and skills required at Senior Secondary School Level.

Yes  No  Can't say
(20) It acquaints the students with attitudes and values, which are necessary for healthy, civic and political life.

(21) The new Curriculum provides functional relationships among different Social Sciences.

(22) The content of the subject will enable the pupils to rise above the narrow parochial, chauvinistic and obscurantist tendencies.

(23) It develops an insight into various democratic processes.

*(24) All the areas of Indian History (Ancient, Medieval, and Modern) are given equal importance in the new curriculum. If not, which period is not done justice. .................................................................

*(25) The curriculum in History develops critical appreciation of the past so that pupils personality is free from prejudices, parochialism and communalism.

(26) Course content of new syllabus when compared with the old syllabus is
   (i) More
   (ii) Less
   (iii) The same

(27) Semesterization of XI and XII courses for students is
   (i) Beneficial
   (ii) Not very beneficial
   (iii) Semester pattern and annual pattern are equally good

(28) The new framework has reduced curriculum load.
(29) The Curriculum is experience based (i.e. it contains a series of activities and skills.)

(30) It helps develop in students national awareness and international understanding.

(31) Any other comments regarding the new course in Social Sciences (History / Geography / Civics/ Economics) for classes XI and XII are solicited.

*Q. 24 and Q. 25 are to be answered by the teachers of History only.
APPENDIX-VIII

SCIENCE AND TECHNOLOGY.
CLASS IX- 2003

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Chapter 8 Force 89
Chapter 9 Gravitation 105
Chapter 10 Work, Energy and Power 118
Chapter 11 Heat 127
Chapter 12 Wave Motion and Sound 140

III. ORGANISATION IN THE LIVING WORLD

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Chapter 14 Tissues in Plants and Animals 163
Chapter 15 Diversity in the Living World 170
Chapter 16 Food, Nutrition and Health 182
Chapter 17 Human Diseases 194
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Chapter 19  COAL AND PETROLEUM  211
Chapter 20  FOOD RESOURCES: CROP PRODUCTION SYSTEM  221
Chapter 21  FOOD RESOURCES: SUSTAINABLE AGRICULTURE  230
Chapter 22  FOOD RESOURCES: ANIMALS  238

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HISTORY
CLASS IX - 2003

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Conditions that Helped the Growth of Imperialism — The Conquest of Asia — Imperialism in Africa — The Americas and the Pacific — Effects of Imperialism 1

Chapter 2 The First World War
Imperialist Rivalries — Conflicts within Europe — Formation of Alliances — Incidents Preceding the War — The Outbreak of War — The Course of the War — End of the War — Peace Treaties — Consequences of the War and the Peace Treaties 28

Chapter 3 The Russian Revolution
Conditions in Russia before the Revolution — Growth of Revolutionary Movements in Russia — Beginning of the Revolution — Consequences of the Revolution 42

Chapter 4 The World from 1919 to the Second World War
Europe between the Wars — Fascism in Italy — Nazism in Germany — Developments in Britain and France — United States Emerges as the Strongest Power — The Emergence of the Soviet Union — Nationalist Movements in Asia and Africa — Beginning of Fascist Aggression — The Second World War — Resistance Movements — The Damage Caused by the War 54

Chapter 5 The World after the Second World War
GEOGRAPHY, CIVICS AND ECONOMICS
CLASS IX - 2003

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CHAPTER 9
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Population 80

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Convergence of Technologies:
Computer System: Characteristics of a computer, basic applications of a computer, components of a computer system – control.
Processing Unit (CPU), Visual Display Unit (VDU), Keyboard;
Concept of Memory: Primary and Secondary Memory, RAM and ROM, Units of Memory-Byte, Kilobyte, Megabyte, Gigabyte, Tetrabyte, Input/Output Devices:
Mouse, Joy Stick, Scanner, Microphone, OCR, MICR, Light Pen, Bar Code Reader, Digital Camera, Printer, Speaker, Plotter.
Storage Devices: Computer Languages: Machine language, Assembly Language and High Level Languages, Role of Assembler and Compiler.
Types of Software: System, Utility and Application Software.
Communication Technology: Need for networking, LAN, MAN and WAN.
Data Communication Device: Modem, Introduction to Internet.
Content: Data, Information & Multimedia.

Unit-2 – IT Tools

MS-Windows: Basic concept of an Operating System and its functions.
Introduction to Windows: Using Mouse and moving icons on the screen. My computer, Recycle bin, Task bar, Start-menu and menu selection, running and application, setting system data and time; windows explorer to view files, folders and directories, creating and renaming of files and folders, opening and closing of windows, minimize, restore and maximize forms of windows, basic components of a window: Desktop, Frame, Title Bar, Menu Bar, Status Bar, Scroll Bars (Horizontal and Vertical), using right button of the mouse, creating shortcut, basic windows accessories, notepad, paint, calculator, wordpad, using clipboard.

MS-OFFICE
MS Word: Introduction to a word processor, creating and saving a document, editing and formatting a document, text style (B, I, U.), font type, size changing color, alignment of text, formatting paragraphs with line or paragraph spacing, adding headers and footers numbering pages, using grammar and spell check utilizes, using subscript and superscript, inserting symbols, print preview, printing a document.
Inserting Word Art, Clipart and Pictures, Page Setting, Bullets and Numbering, Borders and Shading, Format Painter, Find and Replace, Inserting Tables, inserting, deleting-rows and columns, merging cells, splitting cells, using auto format: Mail Merge.

MS Power Point: Introduction to Presentation graphics, Understanding the concept of slide shows, Basic elements of a slide, Different types of slides layouts, Creating and saving a presentation, Different views of a slide, Normal view, Slide sorter view and Slide show, Editing and Formatting a slide: Adding Titles, Subtitles, Text, Background, Watermark, Headers and Footers, Numbering Slides.
Inserting Pictures from files, Animating pictures and Text with Sound Effects, Timing Text box, pictures and slides, Rehearse Timings, Ungrouping and Grouping pictures from clipart.

**MS Excel:** Introduction to spreadsheets, concept of worksheets and workbooks, creating and saving a worksheet, worksheet with a spreadsheet; entering numbers, text, date/time, series using Auto Fill, Editing and formatting a worksheet including changing colour, size, font, alignment of text, inserting or deleting cells, rows and columns, formulae-entering a formula in a cell, using operators (+, -, *, /) in formulae, relative referencing, absolute referencing and mixed referencing, printing a worksheet. Use simple statistical functions, SUM ( ), AVERAGE ( ), MAX ( ), MIN ( ), IF ( ), (Without compound statements); inserting tables in worksheet, Embedding charts of various types: Line, Pie, Scatter, Bar and Area in a worksheet.
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CHAPTER 3 India’s Struggle for Independence 57
GEOGRAPHY, CIVICS AND ECONOMICS

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Chapter 9 Major Challenges before the Indian Economy 81
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<td>Chapter 12</td>
<td>Dynamics of Human Development</td>
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<td>Chapter 13</td>
<td>Challenges of Communalism and Casteism</td>
<td>110</td>
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<td>Chapter 14</td>
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<td>116</td>
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<tr>
<td>Chapter 15</td>
<td>India's Peace Initiatives</td>
<td>122</td>
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<tr>
<td><strong>Glossary</strong></td>
<td></td>
<td>127</td>
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</table>
UNIT-1: IT BASICS

Internet: World Wide Web, Web Servers, Web sites, Web Pages, Web Browsers, HTML, Web address, Email address, URL, HTTP.

Services available on Internet: Information Retrieval, Electronic Mails, Locating sites using search engines and finding people on the net, Chat, Video Conferencing, FTP, Downloading and Uploading files from or two remote site, Newsgroup.

UNIT-2: IT TOOLS

MS-Office; MS Access:
Basic Concepts and need for a database, Creating a database, Setting the Primary Key Entering data into a database, Inserting and deleting fields, Inserting and deleting Records.

Data Validation: Field Size, Default Value Validation Rule, Validation Text, Required, Allow Zero Length.

HYPERTEXT MARKUP LANGUAGE
Basic Concept of Web Browsers with emphasis on popular browsers Internet Explorer and Netscape Navigator.

HTML Fundamentals:
Introduction to Web Page Designing using HTML, Creating and saving an HTML document, Elements in HTML: Container and Empty elements, Designing web pages using the following elements:
HTML, HEAD, TITLE, BODY (Attributes: BACKGROUND, BGCOLOR, TEXT, LINK ALINK, VLINK, LEFTMARGIN, TOPMARGIN), FONT (Attributes: COLOR, SIZE, FACE), BASEFONT (Attributes: COLOR, SIZE, FACE), CENTER, BR (Break), HR (Horizontal Rule, Attributes: SIZE, WIDTH, ALIGN, NOSHADE, COLOR), COMMENTS,! For comments, H1.. H6 (Heading), P (Paragraph), B (Bold), I (Italics), U (Underline), UL & OL (Unordered List & Ordered List Attributes: TYPE, START), LI (List Item), Insertion of Images using the element IMG (Attributes: SRC, WIDTH, HEIGHT, ALT, ALIGN)
Internal and External Linking between Web Pages: Significance of linking, A-Anchor Element (Attributes: NAME, HREF, TITLE, ALT)

UNIT-3: IT APPLICATIONS

Students are suggested to work on the following areas using Access and HTML on topics implementing the tools covered in the course.

Domains:
Database
   ✤ Personal Data Management System
• Employee Payroll
• Stock Inventory

**Website Designing**
• Travel and Tourism
• Rural India
• School Website
• Environment and Pollution
FOREWORD
PREFACE

CHAPTER 1
PHYSICAL WORLD
1.1 What is physics?
1.2 Scope and excitement of physics
1.3 Physics, technology and society
1.4 Fundamental forces in nature
1.5 Conservation laws

CHAPTER 2
UNITS AND MEASUREMENT
2.1 Introduction
2.2 The International System of Units
2.3 Measurement of length
2.4 Measurement of mass
2.5 Measurement of time
2.6 Accuracy, precision of instruments and errors in measurement
2.7 Significant figures
2.8 Dimensions of physical quantities
2.9 Dimensional formulae and dimensional equations
2.10 Dimensional analysis and its applications

CHAPTER 3
MOTION IN A STRAIGHT LINE
3.1 Introduction
3.2 Position, path length and displacement
3.3 Average velocity and average speed
3.4 Instantaneous velocity and speed
3.5 Acceleration
3.6 Kinematic equations for uniformly accelerated motion
3.7 Relative velocity

CHAPTER 4
MOTION IN A PLANE
4.1 Introduction
4.2 Scalars and vectors
4.3 Multiplication of vectors by real numbers
4.4 Addition and subtraction of vectors: graphical method
4.5 Resolution of vectors
4.6 Vector addition: analytical method
4.7 Multiplication of vectors: the scalar and vector products
4.8 Motion in a plane
4.9 Motion in a plane with constant acceleration
4.10 Relative velocity in two dimensions
4.11 Projectile motion
4.12 Uniform circular motion

CHAPTER 5

Laws of Motion
5.1 Introduction
5.2 Aristotle's fallacy
5.3 The law of inertia
5.4 Newton's First Law of motion
5.5 Newton's Second Law of motion
5.6 Newton's Third Law of motion
5.7 Conservation of momentum
5.8 Equilibrium of a particle
5.9 Common forces in mechanics
5.10 Circular motion
5.11 Understanding Newton's laws of motion I: inertial and accelerated frames
5.12 Understanding Newton's laws of motion II: the pseudo-forces
5.13 Variable mass problems
5.14 Solving problems in mechanics

CHAPTER 6

Work, Energy and Power
6.1 Introduction
6.2 Notions of work and kinetic energy: The work-energy theorem
6.3 Work
6.4 Kinetic energy
6.5 The work done by a variable force
6.6 The work-energy theorem for a variable force
6.7 The concept of potential energy
6.8 The conservation of mechanical energy
6.9 The potential energy of a spring
6.10 Various forms of energy: the law of conservation of energy
6.11 Power
6.12 Collisions

CHAPTER 7

Systems of Particles and Rotational Motion
7.1 Introduction
7.2 Rotational equilibrium and the principle of moments
7.3 Centre of gravity
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THERMODYNAMICS
12.1 Introduction
12.2 Thermal equilibrium
12.3 Zeroth Law of Thermodynamics
12.4 Thermometry
12.5 The Absolute Temperature
12.6 Ideal gas temperature
12.7 Thermal Expansion
12.8 Heat, internal energy and work
12.9 First Law of Thermodynamics
12.10 Specific heat
12.11 Thermodynamic state variables and equation of state
12.12 Phases and phase diagrams
12.13 Thermodynamic processes
12.14 Heat engines
12.15 Refrigerators / heat pumps
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Chapter 3 The British Administrative Structure and Organization of Government in India (1757-1857).
Chapter 4 The Revolt of 1857
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Chapter 6 Some Major Armed Uprisings
Chapter 7 Social and Cultural Awakening in 19th Century India
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Chapter 15 India Towards Partition
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SYLLABUS IN GEOGRAPHY
CLASS XII – 2003

A. FUNDAMENTALS OF HUMAN GEOGRAPHY

Unit 1: Human Geography: Nature and Scope

Unit 2: People
(a) Population of the world – distribution, density and growth.
(b) Population change – spatial patterns and structure, determinants of population change.
(c) Age-sex ratio; rural-urban composition.
(d) Human development-concept; selected indicators, international comparisons.

Unit 3: Human Activities
(a) Primary activities – concept and changing trends; gathering, pastoral, mining, subsistence agriculture, modern agriculture; people engaged in agriculture and allied activities.
(b) Secondary activities – concept; manufacturing: agro-processing, household, small scale, large-scale; people engaged in secondary activities.
(c) Tertiary activities – education, health, business, transport and communication; people engaged in services.
(d) Quaternary activities – concept; specialized knowledge-based activities.

Unit 4: Transport, Communication and Trade
(a) Land transport – roads, railways-rail-network; trans-continental railways.
(b) Water transport – inland waterways; major ocean routes and ports.
(c) Air transport and the shrinking world – inter-continental air routes.
(d) Oil and gas pipelines.
(e) Mass communication; satellite communication including computer networking-internet; cable and wireless communication.
(f) International trade – its basis and changing patterns; ports as gateways of international trade, role of WTO in international trade.

Unit 5: Human Settlements
(a) Settlements types – rural and urban; problems of human settlements in developing countries; distribution of large cities.

B. INDIA – PEOPLE AND ECONOMY

Unit 6: People of India
(a) The people of India – social, linguistic and religious composition – Unity in Diversity.
(b) Population: distribution and density; population change through time – regional variations.
(c) Demographic patterns in terms of rural-urban, age-sex, workers and non-workers.
(d) Human Development – selected indicators and regional patterns.
(e) Population, environmental and development.
Unit 7: Human Settlements
(a) Rural settlements - house types, types of rural settlements, distribution pattern.
(b) Urban settlements - distribution, census and functional classification.

Unit 8: Resources and Sustainable Development
(a) Resources - concept of resources; types and distribution; utilization of resources; conservation of natural resources, sustainable development.
(b) Water resources-availability and utilization – irrigation and other uses; scarcity of water and conservation methods-water to harvesting and watershed management.
(c) Land use; general land use; agricultural land use - major crops; intensity of cropping. Agricultural issues and development.
(d) Mineral and energy resources – Distribution, utilization and conservation of resources, major metallic and non-metallic minerals. Conventional and non-conventional energy resources.
(e) Industries – types and distribution; industrial location and clustering; changing pattern of selected industries – iron and steel, cotton textiles, sugar, petrochemicals and knowledge based industries, impact of liberalisation, privatisation and globalisation on industrial development.
(f) Planning in India; need for sustainable development.

Unit 9: Transport, Communication and International Trade
(a) Transport and communication – roads, railways, waterways and airways, oil and gas Pipelines, national electric grids; communication networking – radio, television, satellite and computers.
(b) International trade – changing pattern of India’s foreign trade; sea ports and airport as gate ways of international trade.

Unit 10: Geographical Perspective on Selected issues and problems
(a) Environment degradation.
(b) Hunger and poverty.
(c) Urbanization – growth of cities; rural-urban migration; problem of slums; urban-waste disposal.

C. PRACTICAL WORK
Unit 1: Processing of Data and Thematic Mapping
(a) Data analysis, diagrams and maps.
(b) Tabulating and processing of data matrix; uses and calculation of average, deviation measure and correlation.
(c) Representation of data: construction of diagrams; bars, circles and flowchart; preparation of thematic maps; dot, choropleth and isopleth.
(d) Use of computers in data processing and mapping.

Unit 2: Field Study or Spatial Information Technology
Field visit and study; map orientation, observation and preparation of sketch; survey on any one of the local concerns, (i) pollution (ii) groundwater changes (iii) land-use and land-use changes (iv) poverty (v) energy issues (vi) land degradation (vii) drought and flood.
CONCEPTS AND THEORIES IN POLITICAL SCIENCE

Unit 1: Key Concepts
(a) Law: meaning, sources, kinds, law and morality.
(b) Liberty: meaning, kinds, law and liberty.
(c) Equality: meaning, kinds, liberty and equality
(d) Justice: meaning and dimensions

Unit 2: Major Political Theories
(a) Liberalism (b) Socialism (c) Marxism (d) Fascism (e) Gandhism

Unit 3: Sphere and Limits of State Activity
(a) Changing Concept of State Activity
   (i) Idealist (ii) Individualist (iii) Anarchist (iv) Collectivist
(b) State Activity in Modern Times
   (i) Welfare (ii) Developmental

Unit 4: India — A Welfare State (including Directive Principles of State Policy)
Directive Principles of State Policy and their relevance.

Unit 5: Rights and Duties
(a) Meaning and Kinds of Rights.
(b) Meaning and Kinds of Duties.
(c) Relation between Rights & Duties.

Unit 6: Fundamental Rights and Duties in India
(a) Fundamental Rights
(b) Fundamental Rights and Directive Principles – Distinction and relation.
(c) Fundamental Duties

INDIAN DEMOCRACY AT WORK

Unit 7: Electorate and Representation
(a) Audit Franchise.
(b) Systems of Representation.
   (i) Territorial and Functional
   (ii) Simple Majority,
   (iii) Proportional Representation – Single Transferable Vote and List system.
   (iv) Minority Representation – Cumulative vote system, second vote plan.

Unit 8: Electoral System in India
(a) Election Commission – Composition, powers and functions.
(b) Audit Franchise.
(c) Election Procedure
(d) Electoral Reforms
Unit 9: Party System and Public Opinion
(a) Political Parties – meaning, functions and role.
(b) Party Systems: One party, two party, multiparty.
(c) Public Opinion – Meaning and role.

Unit 10: Party System in India
(a) Nature of Party System in India.
(b) National and Regional Parties.
(c) Study of major political parties.
(d) Role of opposition in Indian democracy.
(e) Interest Groups in India.

Unit 11: Local Self-Government in India
(i) Urban Local Government
   (a) Municipal Corporation: Composition, Functions and Role.
   (b) Municipal Committee/Municipal Boards: Composition, Functions and Role.
(ii) Rural Local Government
   (a) Panchayati Raj – Structure and Functions.
Note: The above topics are to be taught in the light of 73" and 74th constitutional amendments.

Unit 12: Challenges to Indian Democracy
(a) Inequality: social and economics
(b) Illiteracy, Population explosion.
(c) Regional imbalances, Linguism, Communalism, Casteism.
(d) Violence and Separation.

Unit 13: Socio-Economic Development in India
(a) Planning for Socio-Economic Development
   (1) Planning Commission: functions and role.
   (2) National Development Council: functions and role.
(b) Development of Scheduled Castes and Scheduled Tribes
   (1) Scheduled Castes and Scheduled Tribes Commission: functions and role.
(c) Development of Backward Classes – implementation of the Mandal Commission Report.

Unit 14: India and the World
(a) Foreign Policy of India.
(b) (i) India and her neighbours – Bangladesh, China, Nepal, Pakistan and Sri Lanka.
   (ii) India, Russia and USA.
(c) United Nations – its principal organs.
(d) India and the U.N. System.
(e) India and Selected World Problems, e.g., Human Rights, Disarmament and NIEO (New International Economic Order)