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</tbody>
</table>
APPENDIX I

ACHIEVEMENT TESTS ON MAP SKILLS (PARALLEL FORMS)

A SAMPLE

a) DIRECTIONS:

i) Look at the figure given below. Purse is in the centre. Many other objects are in different directions of the purse. On the chart below, indicate the directions of those objects in the space given near the figure. \textbf{North} is indicated for you.
ii) Observe the figure given below and fill in the blanks using appropriate directions:

Example: Book is to the **north** of the cup

a. Table is to the ............ of the cup.
b. Bottle is to the ............ of the book.
c. Lock is to the ............ of the cup.
d. Cup is to the ............ of the bottle.
e. There is a ............ to the north-west of the mug.
f. There is a ............ and a ............ to the north of the table.
g. There is a cup and a ............ to the ............ of the mango.
h. A bunch of grapes is to the ............ of the cup.
iii) Observe the Political Map of South America in your atlas and fill in the blanks.

a) Bolivia is to the ................. direction of Argentina.
b) Venezuela is to the ................. direction of Columbia.
c) There is a country named ................. to the west of Brazil.
d) The countries named ................. and ................. are to the east of Guyana.
e) Peru is to the ................. direction of Bolivia.
f) A country named ................. is located to the south west of Columbia.
g) Chile is to the ................. direction of Argentina.
h) Brazil is to the ................. direction of Guyana.

b) MAP SCALE:

i) Look into the political map of South America in your Atlas and measure the following:

a) The direct distance between Brasilia (Capital of Brazil) and Salvador (located along the eastern coast of Brazil) is ............. kms.
b) The direct distance between Trinidad (in Bolivia) and Asuncion (in Paraguay) is ............. kms.
c) The length of River Amazon from Mahaus to Porto Santana is ............. kms.
d) The length of River Madgira (a tributary of River Amazon in Brazil) from Porto Velho to Borbo is ........... kms.

c) COLOURS:

i) Observe the Physical Map of South America. Locate river Amazon. It has a vast river basin.

What form of land is that river basin?

ii) Study the Political Map of South America. Identify the city of Mato Crosso in the western part of Brazil. Identify the city of Borba in the northern part of Brazil. Now fill in the blanks given below looking into Physical map of South America.

a) The land form of those two cities is .................

b) The city named ............... is at a great height from the sea level than ................. city.

c) Lighter green shade is used for the city of ............... to indicate that it is at ............... (greater, lower) height than the city of .................

iii) From the Physical Map of South America read the height of Bolivian Plateau and fill in the blanks given below:

The height of Bolivian Plateau ranges from ............... to ............... from the sea-level.

iv) Observe the different shades of colours used in your Atlas to represent the Bolivian Plateau. Prepare a legend in the box given below for those colours as indicated in your Atlas map.

LEGEND
v) Observe the Physical Map of South America in your Atlas, various colours are used in that map to indicate different physical features. Study them carefully and fill in the blanks given below:

a) Gran-chaco has a ................. landform while the land form of campos is a .................

b) The western coast of South America has a very narrow strip of ................. land but a very broad ................. land adjacent to it.

c) The Brazilian Highlands ranges from ................. to ................. in height from the sea-level.

d) The depth of water of Gulf of San Jorge in southern part of the continent is below ............... mts. from the sea-level.

vi) Study the Physical Map of South America. If you are asked to indicate the following on the outline map of South America (a) What colours would you use? Apply those colours in Column 'A'. below (b) What physical feature do they represent? Write in Column 'B' below.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campos</td>
<td></td>
</tr>
<tr>
<td>Pampas</td>
<td></td>
</tr>
<tr>
<td>Guiana Highlands</td>
<td></td>
</tr>
<tr>
<td>Mouth of the Amazon</td>
<td></td>
</tr>
<tr>
<td>Deep Atlantic Ocean away from the coast</td>
<td></td>
</tr>
</tbody>
</table>
vii) Suppose you are given an outline map of India and asked to mark the following on that map, what colours would you use? Use those colours in the boxes given below:

<table>
<thead>
<tr>
<th>Physical Feature</th>
<th>Colour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plain of River Ganga</td>
<td></td>
</tr>
<tr>
<td>Deccan Plateau</td>
<td></td>
</tr>
<tr>
<td>Himalayas</td>
<td></td>
</tr>
<tr>
<td>Depth of water at the Arabian Coast</td>
<td></td>
</tr>
<tr>
<td>Deep Indian Ocean away from Indian Coast</td>
<td></td>
</tr>
</tbody>
</table>

d) SYMBOLS:

i) Look at the Political Map of South America in your Atlas. There are some CONVENTIONAL SYMBOLS on that map. Observe those symbols. Complete the table given below by drawing the symbols and indicating what they represent.

<table>
<thead>
<tr>
<th>Symbols</th>
<th>What do they represent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: --- ---</td>
<td>Seaway</td>
</tr>
<tr>
<td>○</td>
<td>River</td>
</tr>
<tr>
<td>______</td>
<td>International boundary</td>
</tr>
</tbody>
</table>

ii) Look at the political map of South America in your Atlas. Observe the crops and livestock map of South America given in the booklet and fill in the blanks given below:

a) The major crop grown in Chile is .................
b) The major crop of western Brazil is .................
c) The animals that are reared in Argentina are .............
   and ..................
d) Two of the countries which grow cotton are ..............
   and ..................
e) The animals which are commonly reared both in Venezuela
   and Brazil are ................ and .................

iii) Look at the Minerals and Industries map of South America
    given in the booklet. You can observe a number of
    symbols used to indicate minerals and industries of
    South America. Prepare a legend for any four minerals
    and four industries of South America in the space given
    overleaf/below

<table>
<thead>
<tr>
<th>Legend for Minerals</th>
<th>Legend for Industries</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

iv) Observe the Transportation Map and Crops Map of South
    America given in the booklet.
a) Identify any ten symbols from both the maps together and
    prepare a legend in the box given below:


b) Classify the above ten symbols into CONVENTIONAL SYMBOLS and THAT ARE NOT CONVENTIONAL. Draw them in the boxes given below:

<table>
<thead>
<tr>
<th>Conventional Symbols</th>
<th>Symbols that are not Conventional</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Box]</td>
<td>![Box]</td>
</tr>
</tbody>
</table>


e) DISTRIBUTION:

i) Look at the Political Map of South America. There are a number of large and small countries. Then observe the Minerals and Industries map of South America. Identify the minerals and industries of different countries and answer the following:

a) Name any four minerals mined in Brazil.

```
....................  ....................
```

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....................  ....................
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b) Name the industries which are common in Argentina and Venezuela.

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____________________

____________________

c) There are industrial centers and mineral centers along the western boundary of the continent, which of them is more in number?

____________________

____________________
d) Name the major mineral of Venezuela?


e) Name the mineral which is commonly mined in Chile, Argentina and Brazil?


ii) Look at the map of Distribution of Population of South America. Identify those regions in the Political Map of South America. Now fill in the blanks given below:

a) A large part of ................. zone (Heat zone) of South America is very thinly populated.

b) Rio de Janeiro is a city located in the eastern coast. The density of population in this city is .................

c) A large part of coastal Chile has density of population ranging between ................. and .................

iii) Indicate the above distribution of population (range of density) in the given outline map of South America. Use symbol/s of your choice, prepare a legend for the symbols used by you to show the distribution of population in the outline map.
iv) Observe the Physical and Political Maps of South America. On the given outline map of South America indicate the physical features of Rio de Janeiro and Coastal Chile, using appropriate colours. Prepare a legend for those colours.

f) INERENCE:

i) Look at the physical map of South America. Observe the sources of the rivers in the southern part of the continent. What is common in relation to the sources of those rivers? Make a generalizing statement and write below:

ii) Look at the map of Transport and Major cities of South America. Locate the cities of Rio de Janeiro, Santos, Campos, Recife and Buenos Aires. In the population map of South America. Observe the distribution of population of those cities. Make a generalizing statement related to transportation facilities and distribution of population.
iii) Observe the Population Map of South America. Central part is very thinly populated. Look at the Vegetation Map of South America and give a reason for thin population in the central part of South America.

iv) Look at the Vegetation Map of South America. Observe Pampas and its location. Locate the Pampas region in the crops and livestock map of South America. The major crops grown in this region are wheat and ............. The livestock consists of goat and ............. Observe the relationship between the natural vegetation and the crops and livestock of that region. Now write two reasons for the types of crops grown and livestock found in Pampas.

v) Look at the Physical Map of South America. Identify the region of Llanos. It is a region of thick Tropical Grassland. Predict any four major occupation of the people in this region.

vi) Study the Crops and Livestock map of South America. Identify the region where rubber is grown. Guess the climatic condition in that region. Now look into the World Map - Political. Identify Asian Countries. Can you predict any two Asian countries which have favourable conditions for growing rubber? What condition (climatic) do you predict there?
South America—crops and livestock

South America—natural vegetation
APPENDIX II

PRE ACHIEVEMENT TEST ON GEOGRAPHY CONTENT

I) Below are given a few landforms and water bodies which are formed during different courses of a river. Classify them into Upper Course, Middle Course and Lower Course.

Meanders, Gorges, distributories, v-shaped valley, flood plain, cascade, delta, waterfall.

II) Distinguish between the following:

a) aggradation and degradation
b) intensive and extensive agriculture
c) desert basin and river basin
d) igneous and sedimentary rock

III) Give two reasons for each of the following:

a) Sand-stone has layers
b) Pacific coast is called 'ring of fire'
c) Lesser the distance from the equator, higher the height of snow line.
d) During January dry wind blows over India.

IV) Answer the following:

a) Why do the trees of monsoon forests generally shed their leaves in winter.?
b) What are the uses of rotation of crops?
c) Suppose adequate water is supplied to the hot deserts of Asia, what changes do you find there?
V) On the given outline map of Asia indicate the following. Use appropriate colours/symbols. Prepare a key/legend.

a) Waterway from Bombay to Columbo
b) One rubber plantation centre
c) One petroleum drilling centre
d) Steppes
e) Plataeu of Arabia
f) Delta of River Yangtze
g) Pacific Ocean
h) Tropic of Cancer.
APPENDIX III

POST ACHIEVEMENT TEST
ON UNDERSTANDINGS IN GEOGRAPHY CONTENT

1) Look at the figure given below. It is a mountainous land with four different regions (A, B, C and D).

Which of the above four regions A, B, C, D is located in the rain shadow region? ........ is located in the rain shadow region.

2. The South West Monsoon wind blows from the Arabian sea and hits the Western Ghats. Which of the regions given below is a rain shadow region during South West Monsoon Period. Underline the answer in the brackets below.

(Coromandal Coast, Malabar Coast, Konkan Coast, Plain of Gujarat).

3. Some of the features of Rain Shadow region are listed below. Tick the correct statements which are about Rain Shadow Region. More than one statement are correct.

- It is in the Windward side.
- It receives less rainfall.
- It is in the leeward side.
- The rain bearing wind blows down along the slope of the mountain/hill.
- It is found in the region where there is relief rainfall
- The rain bearing wind dashes against the mountain
- It is found in the region where there is convectional rainfall

4. Tick the correct answer

A large part of Southern part of Asia is called subcontinent because it is a land mass,
- which is a part of the mainland
- away from the main land
- which looks to be separated naturally from the mainland
- spread out in different parts of the continent.

5. Which of the ones given below is the sub-continent of Asia?

Tick the correct answer.

- Sri Lanka which is separated by the Palk Strait.
- Tibet which is separated by the Himalayas.
- South East Island countries which are separated by Indian Ocean
- Pakistan, India, Nepal, Bhutan and Bangladesh which are separated by the Himalayas.

6. National Highway is an important wide road connecting two different regions. Which of the ones given below is correct. Tick it.

- It connects two different countries
- It connects two different states within a country
- It connects two important cities within a state.
- It connects two important districts within a state.
7) Which of the roads given below is a National Highway?
   Tick the correct one.
   - Bangalore to Mysore
   - Srirangapatna to Pandavapura
   - Mysore to Ooty
   - Varanasi to Khatmandu.

8) Some of the features of National Highway are given below.
   Tick those features which are about the National Highway
   (more than one features are correct).
   - They are normally maintained well
   - They are built and repaired by State Government
   - Trucks move fast on these roads to supply goods to local
     markets
   - They are maintained by the Central Government
   - They help to reach every village directly.

9) Which of the features given below is the most complete
description of a multipurpose project? Tick the answer.
   - It controls flood.
   - It stores water.
   - It controls flood, generates electricity and irrigates
     fields.
   - It controls flood, irrigates fields, has fisheries,
     generates electricity and has plans to use water for
     many more purposes.
10) Krishnaraja Sagar is called a Multipurpose Project. Which of the statements given below is the most correct reason for calling Krishnaraja Sagar a Multipurpose Project. Tick it.
- There is a dam to store water.
- It serves two purposes.
- It serves many purposes and has plans to use the Cauvery water for fisheries and adventurous sports.
- It serves many purposes.

11) Complete the statement on 'Prime Resource' by choosing the most correct answer from below.
A Prime Resource is a resource ........................................................
........................................................
- by which we obtain most of our basic needs.
- which helps to lead a luxurious life without which we can survive.
- which helps in the development of other resources directly.

12) Which of the ones below is called a 'Prime Resource'?

Underline the answer.

Industry, Soil, Electricity, Agriculture.

13) Below are the names of some industries and one of the raw materials they use. Read them:

<table>
<thead>
<tr>
<th>Industry</th>
<th>Raw material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electric wire</td>
<td>Copper</td>
</tr>
<tr>
<td>Aluminium</td>
<td>Bauxite</td>
</tr>
<tr>
<td>Grills</td>
<td>Iron</td>
</tr>
<tr>
<td>Petroleum Refineries</td>
<td>Crude Oil</td>
</tr>
</tbody>
</table>
We can put all the above industries under one category. Tick one of the correct categories given below.

- Heavy Industries
- Mineral Based Industries
- Agro based Industries
- Small scale Industries.

14) Names of places are given below which receive heavy rainfall due to South West Monsoon wind. They are Bombay, Panaji, Mangalore and Calicut. Observing the location of places in the map, a common generalisation can be made. Tick the most correct generalising statement given below.

- All the places along the Eastern coast of India receive heavy rainfall by S.W. Monsoon
- All the places along the Western coast of India receive heavy rainfall by S.W. Monsoon
- All the places of India receive heavy rainfall by S.W. Monsoon
- All the places of Southern India receive heavy rainfall by S.W. Monsoon.

15) Which of the agriculture practices given below yields more with less human labour? Tick the most correct one.

- Intensive Agriculture
- Terrace Farming
- Mixed Farming
- Extensive Agriculture
16) Which of the regions given below is the widest fertile region? Tick the answer.

- Delta of River Cauvery - Estuary of River Narmada
- Delta of River Ganga - Delta of River Krishna

17) Read the statements given below. There are more than one statements about cottage industries. Tick them.

- They need big buildings.
- They are done mainly by the members of the family.
- Goods are produced either at home or in small sheds.
- They need heavy investment.
- They are normally made with the locally available raw materials.
- They need well trained persons.

18) Below is a list of industries. Which of them are cottage industries? Tick them.

- Cycle Industry - Embroidery work
- Papad Industry - Wood carving Industry
- Cane Industry - Paper Industry

19) The following statements (A, B, C, D, E) indicate some of the requirements to run a industry. These statements are not in the correct order. Arrange them in the correct order by indicating the serial no. (A, B, C, D, E) by filling up the blanks.

- (A) Transporting produced goods to market -------
- (B) Supplying raw materials -------
- (C) Skilled labourers -------
- (D) Planning -------
- (E) Packing the produced goods -------
20) Sets of conditions of three places A, B and C are given below. Which of these three places is suitable for growing coffee? Place ........ is suitable for growing coffee.

<table>
<thead>
<tr>
<th>Condition at Place 'A'</th>
<th>Conditions at Place 'B'</th>
<th>Conditions at Place 'C'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elevated land</td>
<td>Alluvial Soil</td>
<td>Sloppy land</td>
</tr>
<tr>
<td>Moderate temperature</td>
<td>Plain Land</td>
<td>High Temperature</td>
</tr>
<tr>
<td>Heavy rainfall</td>
<td>High Temperature</td>
<td>Low Rainfall</td>
</tr>
<tr>
<td>Vast region</td>
<td>Moderate rainfall</td>
<td>Small region</td>
</tr>
</tbody>
</table>

21) There is an industrial city located in the delta region at 20° latitude. What do you think the density of population be in this city? Underline the correct one in the brackets. (High, Moderate, Low, Very poor)

22) There is a place with equable climate, good transportation network, many industries, vast agricultural lands and perennial rivers. This place has high density of population. Why do you think is the place densely populated? Write only three reasons below:

i) ________________________________

ii) ________________________________

iii) ________________________________
23) Look at the graph given below. It indicates the land use in India.

Reading the above graph, answer the questions given below:

i) What percentage of land is under forest?

ii) For what purpose is about half of the available land used?

iii) If we want to increase the land on permanent pasture, which of the available land do you think can rightly be used?

iv) Land is used both for sowing and buildings. Which of these two has more land under it?
24) On the given two outline maps of India indicate the following separately. Use appropriate colours and symbols.

<table>
<thead>
<tr>
<th>Map one</th>
<th>Map two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plain of Ganga</td>
<td>One alluvial soil region</td>
</tr>
<tr>
<td>Western Ghats</td>
<td>One red soil region</td>
</tr>
<tr>
<td>Delta of R.Krishna</td>
<td>One region with canal irrigation</td>
</tr>
<tr>
<td>R.Tapi</td>
<td>Any two hydro power stations</td>
</tr>
<tr>
<td>Malabar Coast</td>
<td>Kemmangundi</td>
</tr>
<tr>
<td>Mountain Vegetation</td>
<td>Bombay High</td>
</tr>
<tr>
<td>Direction of Winter</td>
<td>Calcutta</td>
</tr>
<tr>
<td>Monsoon Wind</td>
<td></td>
</tr>
<tr>
<td>Tropical Rain Forest in M̄ahrashtra</td>
<td>Vishakapatnam Shipyard</td>
</tr>
<tr>
<td>K₂</td>
<td>Airway from Bangaïore to Madras</td>
</tr>
<tr>
<td>Nilgiris</td>
<td>Any ovedensely populated region</td>
</tr>
</tbody>
</table>
APPENDIX IV

SEQUENCE OF LEARNING TASKS RELATED TO EACH OF THE MAP SKILLS

a) DIRECTIONS:

- **Enumerates** the two types of directions

  ✔ Describes
  ✔ Identifies
  ✔ Reasons
  ✔ Recalls

- **Identifies** the position of given pictures on the chart in relation to top bottom your right, to your left

  ✔ Identifies
  ✔ Reasons
  ✔ Recalls

- **Identifies** the pictures in the chart in relation to four cardinal directions

  ✔ Identifies
  ✔ Reasons
  ✔ Recalls

- **Identifies** the position of given pictures on the chart in relation to top bottom your right, to your left

  ✔ Identifies
  ✔ Reasons
  ✔ Recalls

- **Identifies** the names of pictures in the pictorial chart in relation to given cardinal directions

  ✔ Identifies
  ✔ Reasons
  ✔ Recalls

- **Identifies** cardinal directions on a map in relation to the given places

  ✔ Identifies
  ✔ Reasons
  ✔ Recalls

- **Identifies** the places on a map in relation to the given cardinal directions

  ✔ Identifies
  ✔ Reasons
  ✔ Recalls

- **Identifies** intermediate directions on a given figure studying the example

  ✔ Identifies
  ✔ Reasons
  ✔ Recalls

- **States** the meaning and names of intermediate directions

  ✔ Identifies
  ✔ Reasons
  ✔ Recalls

- **Recalls** by naming all the eight directions on a pictorial chart

  ✔ Identifies
  ✔ Reasons
  ✔ Recalls

- **Recalls** the names of all the eight directions by recognising given places in given directions

  ✔ Identifies
  ✔ Reasons
  ✔ Recalls
b) MAP SCALE

Recalls
the names of four cardinal directions and four intermediate directions

Explains
the meaning of the term 'Map Scale'

Describes
the uses of learning of the map skill of map scale

Reads
the passage on the types of Map Scale and illustration on those types

Identifies
the two types of map scale

Cites illustrations
for the two types of map scale

Measures the distance
between the given places on a map using a map scale

Measures the length
of a given river on a given map using a given map scale
c) COLOURS

Recalls
the map skills of direction and map scale

Identifies
the colours used in a physical map

Finds relationship
between the colour used and the physical feature represented by it on a map

Explains
the importance of learning the map skill of 'colours'

Describes
what each of the shades of different colours represents on a given map

Recognises
the different physical features of the earth on a map

States
the meaning of 'layer colouring' on a physical map

Identifies
'layer colouring' on a physical map

Describes
the advantages of 'layer colouring'

Prepares
a 'legend' on 'layer colouring' looking into the Atlas
d) SYMBOLS

Recalls
the map skills of directions, map scale and colours

Explains
the meaning of symbols with examples

Identifies
Symbols on a map

Describes
the advantages of using symbols on a map

Recognises
two types of symbols on a map

Identifies
conventional symbols on a map
States
the meaning of conventional symbols
Draws
the diagram of a few conventional symbols
Identifies
other symbols
States
the meaning of other symbols
Draws
the diagram of a few other symbols

Classifies
the symbols used on a given map into conventional and other symbols

Identifies
legend on a map
States
the meaning of the legend
Prepares the legend for the symbols given on a map
(e) DISTRIBUTION

Recalls
the map skills of direction, map scale, symbols and colours

→

Describes
the meaning of 'distribution' on a map

Explains
the importance of learning the map skill of 'distribution'

Recalls
the meaning and importance of 'legend' of a map

Describes
the 'distribution' of different resources/physical features on a map

Draws
'distribution' of various resources/physical features on a map
Recalls the map skills of direction, map scale, symbols, colours and distribution

States that the skill of 'distribution' depends much on the learning of symbols and colours

Explains the meaning of the term 'inference'

Cites examples for 'inference'

Describes the importance of learning the map skill of 'inference'

Identifies the three types of inference

States the meaning of 'generalising statement'

Makes observations from one map and writes generalising statements

Makes observations from more than one map and writes generalising statements

Describes the meaning of 'explaining statement'

Finds relationship between the given items based on the observations from the maps and states explaining statements

Describes the meaning of 'predictive statement'

Makes statements (predictive) based on the observations from the maps
APPENDIX V

INSTRUCTIONAL PROGRAMME PART - 'A'

TEACHERS' HANDBOOK WITH STUDENT'S LEARNING MATERIAL

A Sample

a) About the Handbook

* This is a booklet of 'Self Learning Material' for Class VIII students on the selected map skills namely - direction, map scale, colours, symbols, distribution and inference.
* This booklet should be accompanied by a school Atlas.
* There is a time chart which indicates the approximate time that can be taken by each child for completing the learning material.
* Though the time chart is given, students are free to take their own time to complete the learning of the units.
* Each of the map skills is divided into 2-4 meaningful 'learning units' for easy administration.
* All the students are required to answer in the booklet itself.
* In all, the students need about 18 periods of 40 minutes duration each to complete the learning of all the six map skills, but they are also free to learn at their own pace.
* Read the complete programme before giving it to the students.
b) List of contents

(i) Time Chart

(ii) Ways of Motivating Students

(iii) Mode of Administration

(iv) Student's Learning Material (SLM)

   A) Instructions to use

   B) Learning Map Skill

      a) Directions

      b) Map Scale

      c) Symbols

      d) Symbols

      e) Colours

      f) Inference

v) Key

(i) Time Chart

<table>
<thead>
<tr>
<th>Map Skill</th>
<th>Approximate No. of Periods to learn the Map Skill (one period = 40 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direction</td>
<td>3</td>
</tr>
<tr>
<td>Map Scale</td>
<td>4</td>
</tr>
<tr>
<td>Colours</td>
<td>3</td>
</tr>
<tr>
<td>Symbols</td>
<td>2</td>
</tr>
<tr>
<td>Distribution</td>
<td>3</td>
</tr>
<tr>
<td>Inference</td>
<td>3</td>
</tr>
</tbody>
</table>
(ii) Ways of Motivating Students

Students should be motivated for any learning. A few modes to motivate the students to learn map skills is suggested below:

* An illustrative talk by the teacher highlighting the importance of understanding maps not only for understanding Geography content and other school subjects but also in terms of its use in one's daily life.

* Sharing experiences by the teacher and students on the need to learn map skills.

* Any other convenient mode can be adopted by the teacher to motivate students towards learning map skills.

(iii) Mode of Administration:

* Please read the complete Handbook once before you administer.

* Administer the booklet on SLM outside the Geography class as it needs additional 18 periods of 40 minutes duration each.

* Keep as many booklets on 'Students Learning Materials' as the number of students in the class, on the table.

* Ask the students to keep their Atlas, pencil box and other writing and colouring materials ready on the desk every time when they use SLM.

* It is not necessary to have any special seating arrangement
* Ask the students to carry a small paper strip and a thread of about a foot to the class, when they learn 'Map Scale'.
* Brief the students on 'About the SLM'
* Ask the students to refer Atlas wherever necessary.
* Distribute a copy of SLM to each of the students.
* Ask them to write their names, class on the booklet and read the material on their own.
* Let the students write their responses in pencil in the booklet.
* Ask the students to read 'Instruction to use' carefully and use the SLM accordingly.
* Whenever the student approaches the teacher with doubts, please clarify them.
* Please check the work of the student whenever the student approaches you with the SLM after completing upto 'Go to you teacher with the booklet' or when you go to the students while supervising learning.
* See that no student uses the SLM for more than one period at a time unless they are interested to continue.
* After every sitting collect the SLM back from the students.
* Always supervise and guide the students while using the SLM wherever necessary.
* After checking every booklet of the students ask them to proceed to the next map skill.
* If the responses of the students are found to be incorrect ask them to go through the SLM again.
* Do not give the SLM to be carried to the houses of the children until they complete learning all the six map skills.

(iv) 'Students' Learning Material

A. Instructions to Use

* This is a booklet which helps you to learn six map skills namely direction, map scale, colours, symbols, distribution and inference.
* For learning each of the map skills you can approximately take the number of periods as given below (1 period = 40 minutes)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direction</td>
<td>3</td>
</tr>
<tr>
<td>Map Scale</td>
<td>4</td>
</tr>
<tr>
<td>Colours</td>
<td>3</td>
</tr>
<tr>
<td>Symbols</td>
<td>2</td>
</tr>
<tr>
<td>Distribution</td>
<td>3</td>
</tr>
<tr>
<td>Inference</td>
<td>3</td>
</tr>
</tbody>
</table>

* Thus the complete booklet is divided into 18 meaningful parts and each part is called a 'learning unit'. This helps you to stop and continue learning at meaningful points.
* Suppose you do not complete learning within the given period, you need not worry, you can learn at your own speed.
* Use the booklet only in the presence of the teacher.
* You are free to approach the teacher whenever you come across any doubt.
* Get your responses checked from your teacher every time after completing the work till 'Go to your teacher with the booklet'.
* Write all your responses in the booklet itself.
* You are required to refer to the maps given in this booklet or in the School Atlas as per the guidelines given in the booklet during your course of study.
* Keep the School Atlas and Writing and Colouring materials every time you work with the booklet.
* When you learn the skill of 'Map Scale' keep small paper strip and a thread with you.
* Use the booklet as per the guidance of the teacher.
* Whenever you stop using the booklet deposit it with the teacher.
* After you learn all the map skills correctly you can take the booklet home and keep it with you for reference.
B) Learning Map Skill (A Sample)

INFEREN CE

REVIEW

By now you have learnt the map, skills namely .........., .........., .........., .......... and .......... The skill of distribution depended much on the learning of the skill of .......... and ..........

Are you now ready to learn another map reading skill?

WHAT AND WHY LEARN INFERENCE?

We shall now learn the map skill namely 'Inference'.

To study this skill we need to have learnt the map skills namely - direction, map scale, colours symbols, and distribution.

WHAT IS INFERENCE?

It looks to be a new term but the meaning is simple. Inference is making judgement or coming to a conclusion from facts/observations.

Example: Look at the map of Tundra Region given below we can make a number of observations by studying the map. Based on those observations we can make a number of conclusions/inferences related to characteristics of Tundra Region.
From the map of Tundra Region we can infer that

- Tundra Region is located to the North of 50° latitude in Northern Hemisphere. Hence it is a cold region.

- In the Tundra Region temperature is very low during most part of the year because it is located in the Frigid Zone or very close to the Frigid Zone.

- Suppose summer had become longer in these regions then

  (a) the ports along the Artic Coast could have been used for a long period of time.

  (b) there would be more of Commercial vegetation compared to Tundra vegetation.
WHY LEARN THE SKILL OF INFERENCE?

By learning the skill of inference one can

- make generalizing statements from the observed facts.
- interrelate or explain the observations made on one or more maps.
- predict the geographical situation in any given place based on the observations made on one or more maps.

HOW DOES THIS UNIT HELP YOU?

At the end of the study of this unit you will be able to

- draw some generalizations about various resources and physical features.
- interrelate and explain physical features, resources, climatic conditions and activities of the people.
- make predictions or logical guesses about the availability of any of the physical feature, climate, resources or activities of the people knowing the other.

Let us now learn to form different types of statements, generalizing, explaining and predicting.
WHAT ARE GENERALIZING STATEMENTS?

Generalizing statement is a statement which summarizes a large number of observations/facts.

Let us now learn how to make generalizing statements.

HOW TO FORM GENERALIZING STATEMENTS BY OBSERVING A SINGLE MAP?

Learning Activity:

Look into the physical map of Asia. Locate Great Siberian Plain and the rivers that flow there. We can make a number of observations related to the Great Siberian Plain and its rivers. The observations are written below.

- Great Siberian Plain is in the Northern Part of the continent.

- To the South of this plain there is Central Mountainous region.

- There is river Ob which rises in the central mountainous region and flows towards Arctic Ocean.

- There is river Yenesie. It also rises in the Central mountainous region and flows towards North.
- Lena is yet another river of the plain. It also rises in the Central Mountainous region and flows into Arctic Ocean.

From the above observations we can make a generalizing statement as below-

'All the rivers of the Great Siberian Plain rise in the Central Mountainous region and flow towards North'.

Has it not summarized a number of Observations? Yes

Will you now form a generalizing statement?

Learning Activity:

Look at the map of China Political in your Atlas. Tsingtao, Shanghai, Alloy, Tangku are important cities of China. Locate them on the map Physical and write some observation related to these cities.

Example - Tsingtao is a plain land at the coast of Yellow sea.

Shanghai is a plain land at the coast of East China sea.

Alloy is a plain land at the coast of Taiwan Strait.

Tangku is a plain land at the coast of Yellow sea.
Reading the above observations what generalizing statement can you form? Write below-

Will you now make one more generalizing statement?

Practice Activity:

Look at the Political map of Europe. Locate the countries given below and make some observations related to this location.

**Example:** Hungary is surrounded by Yugoslavia, Romania, Russia, Czekoslovakia and Austria.

Austria is surrounded by Yugoslavia, Romania, Russia and Czekoslovakia

Czekoslovakia is surrounded by Yugoslavia, Romania, Russia and Austria.

Switzerland is surrounded by Yugoslavia, Romania, Russia and Austria.

From the above observations make a generalizing statement and write below-
HOW TO FORM GENERALIZING STATEMENTS BY OBSERVING MORE THAN ONE MAP AT A TIME?

Learning Activity:

Take out your Atlas, Look at World Physical map and World Population Map. Some regions are densely populated. Make some observations related to their land form and location of those regions.

Example: - Delta of River Hwang Ho is on a plain land at 32°N. It is densely populated.

- Delta of River Yangtse is on a plain land at 32°N. It is densely populated.

- Delta of River Seine is on a plain land at 49°N. It is densely populated.

- Delta of River Nile is on a plain land at 32°N. It is densely populated.

From the above observations we can make a generalizing statement as below-

The deltas of the Temperature Zone are densely populated.
Will you now make one more generalizing statement observing the same maps?

Learning Activity:

As you know some regions of the world are thickly populated. Make some observations related to the regions which are thinly populated and write below:

Example: Sahara is a vast desert region and is thinly populated.
Thar in India ..................................................
Kalahari in Africa ............................................
Atacama in South America.................................

From the above observations what generalizing statement can you form? Write below-

Let us now form some more generalizing statements.

Practice Activity:

Observe the rainfall map of Europe given below.
Observe the physical map of Europe in your Atlas. Some regions of Europe have high rainfall over 200 cms. per year. In the space below write some observations related to the landscape of those regions.

Example: The Western part of Sierra Navada is a coastal land.
(a) The coast of Adriatic Sea is a
(b) The Pindus Mountains is a

Now write a generalizing statement from the above observations.

WHAT ARE EXPLAINING STATEMENTS?

Explaining statement is a statement that makes an observed event or circumstance clear by pointing out reasons/causes for the same.

Let us learn to make explaining statements.

Learning Activity:

Look at the political map of Asia in your Atlas. Observe the location of important cities along the eastern coast of the continent namely - Shanghai, Wenchow, Teinstien and Amoy.
Look at the World Population map in your Atlas. Observe the density of population in the above cities.

Observing the population of places along the eastern coast of Asia, we can generalize that.

'All the places along the eastern coast of Asia is densely populated'.

Shall we now find reasons for dense population in the eastern coast of Asia?

Look at the Physical Map of Asia. Locate the above mentioned densely populated places in the map. What type of landform do they have? They have ___________ land.

What other physical feature do you find on this plain land which has favoured the settlement of people? From the map we can observe that there are ______ which provide water to those places.

Yes the above places are on a plain land and rivers supply water.

Now look at the rainfall map of Asia/World in your Atlas. Locate the eastern coast of Asia where the above places are located. How much of rainfall do you find in this region? Heavy/moderate/low.
Has it not favoured human settlement?

By making the above observations from different maps we can make an explaining statement for the above generalization.

'All the places along the eastern coast of Asia are densely populated because it is a plain land with adequate water facility.'

Now you can make some more explaining statements by reading different maps.

Learning Activity:

Look at the vegetation and rainfall map of Africa given in the booklet. You can observe the interrelationship between the amount of rainfall and type of vegetation. Let us make some observations from the maps. Which part of Africa has Equatorial Forests.

As you know Equatorial Forests consists of tall thick trees. Look at the rainfall map and observe the amount of rainfall in that region.
Now you will be able to tell why there is Equatorial Forests in the central part of Africa.

Complete the following explaining statement:

'The central part of Africa has Equatorial Forests because _________________________________.

(CHECK YOUR ANSWERS WITH YOUR TEACHER)

Practice Activity:

Now look at the Transportation map and Distribution of Population map of Africa given in the booklet.

You can observe that a number of cities along the south eastern coast are densely populated. Can you name any four of those cities.

-----------, -----------, -----------, ----------

How dense is the population in those cities? It is ....

Shall we now find why those cities are so densely populated?

We can find reason from the observations made from Transportation map of Africa. These cities have facilities of ________,_______,_______, of means of transport.

Now complete the following explaining statement:

The cities of south eastern coast of Africa are densely populated because ________________________________
Shall we now learn to make a number of explaining statements regarding any observed geographical situation found in given part of the world using different maps.

Practice Activity:

Look at the political map of South America in your Atlas. It has a number of countries which of them is the largest? Name it. It is ____________________.

Now refer to population map of South America. What is the average density of population in a large part of this country? It is ____________________.

Studying both the maps you can observe that a large part of Brazil is ____________________ populated.

Yes, you have made an observation that, 'a large part of Brazil is thinly populated'. Shall we now find reasons for the above observations?

(a) Look at any map on South America. Identify an important latitude which passes through Brazil. Brazil is located in __________ heat zone which has high/medium/low temperature (strike the incorrect one).
Now you can make an explaining statement from the above observation. A large part of Brazil is thinly populated because

Shall we now make another explaining statement for thin population in Brazil.

(b) Study the natural vegetation map of South America. A large part of Brazil is covered by forest.

Will you now make another explaining statement from the above observation!

A large part of Brazil is thinly populated because

We shall now make one more explaining statement for thin population in Brazil.

(c) Look at the map of 'transport' of South America. Identify the network of different means of transport especially in the central and northern part of South America. Is it good, adequate or poor?

It has network of means of transport. Now we can make an explaining statement from the above observation.
A large part of Brazil is thinly populated because

Till now you have formed three explaining statements for thin population in Brazil. Will you list them below:
A large part of Brazil is thinly populated because
(a) 
(b) 
(c) 

(CHECK YOUR ANSWERS WITH YOUR TEACHER)
WHAT ARE PREDICTIVE STATEMENTS ?

Predictive statement in our context is a statement, which tells what would happen in a place if certain geographical conditions/situations exist.

Example: The most important occupation of the people in a thick forest could be lumbering.

Shall we now form some predictive statements ?

Learning Activity:

Look into the political map of South America in your Atlas. Locate the country of Argentina. Look into the vegetation map of South America given in the booklet. Observe the type of vegetation in the eastern and central
part of Argentina. It consists of ___________ vegetation called ____________.

Now you look into the physical map of South America in your Atlas. Find the landform/physical feature of that eastern and central part of Argentina.

Try to make out what could be the occupations of the people in that region.

'The major occupations could be animal rearing, fishing, growing crops and dairying'.

Learning Activity:

Shall we now form another predictive statement? Look at the political map of Europe. Locate Portugal, Spain and France.

Now look into the Physical Map of Europe. Identify the physical features of those three countries.

Suppose the rain bearing wind blows from Atlantic Ocean in a South westerly direction towards Europe which of the above three countries would get heavy rainfall?

Write your prediction by completing the following statement.
Suppose a south westerly rainbearing wind blows from Atlantic Ocean towards Europe then ____________________________

(CHECK THE ANSWER WITH YOUR TEACHER)

Learning Activity:

Study the Physical Map of Africa. There is Mediterranean sea to the north of Africa. Identify Sahara and Libyan Desert and their location. Find out their latitudes and heat zone.

Let us imagine that a rainbearing wind is blowing from the Mediterranean sea over Sahara and Libyan desert.

What would happen to the rainbearing wind?

What is your prediction?

Complete the following statement.

'Suppose the rainbearing wind blows from the Mediterranean Sea over Sahara and Libyan Desert,

a) ____________________________

b) ____________________________
Practice Activity:

Rubber is a commercial crop. It grows well at an altitude of about 300 mts from the sea level. It needs high temperature and heavy rainfall throughout the year.

Now look into the physical map of Africa in relation to the above physical and climatic conditions. Identify the region where those physical and climatic conditions are found in the political map of Africa. Can you now predict which countries may grow rubber?

Write that predictive statement below.

The names of the countries of Africa which grow rubber are ________________________________

(CHECK THE ANSWER WITH YOUR TEACHER)

TASK TO CHECK YOUR LEARNING

TASK - 1

Observe the Agricultural and Mineral Resources map of Zaire. Identify the regions where cotton is grown. Observe the physical features of those cotton growing region in the physical map of Africa. Can you now make two generalizing statements related to the region where cotton is grown?

Write below,
(a) Cotton is grown where _______________________
(b) Cotton is grown ____________________________

TASK - 2

Observe the Natural vegetation and Crops and Livestock maps of South America. Pampas, Llanos and Campos are vegetation regions of South America. Identify the animals looked after in those regions. Find the relationship between the vegetation and the occupation and make a generalizing statement. Write it below:

__________________________________________________________

TASK - 3

Look at the transport map of South America. How is the railway facility in the central part of the continent? It is - (good/average/poor). Now refer to vegetation map of South America in the booklet. Identify the central region on the map with poor railway facility.

Can you now give an explaining statement giving reasons for poor railway facility in that region?
Write it below:

The central part of South America has poor railway facility because _________________________________. 
Look at the crops and transport maps of South America given in the booklet. Locate the city of Rio de Janeiro at the eastern coast of Brazil. Observe the network of transportation facilities and infer one of the occupations of the people.

Now look at the population map of South America given in the booklet. How densely is Rio de Janeiro populated? It is ________________.

Observing the above maps are you ready to make two statements explaining why 'Rio de Janeiro is densely populated'.

Complete the statement given below.
Rio de Janeiro is densely populated because
(a) ________________________________
(b) ________________________________

Observe the physical map of Africa. The northern part of the continent has two large deserts namely ____________ and ______________.
If adequate water is supplied to the low lands of these deserts through canals dug from R. Niger and R. Nile - what change do you predict in these deserts?

Write any two of your predictions below.
(a) ____________________________
(b) ____________________________

TASK - 6

Look at the vegetation map of South America. Observe the central part of the continent very near to the equator. Which vegetation do you identify in large part of central region? It is ________ vegetation. Can you predict the occupations in that vegetation region? Write below.

The occupations that could be found in this forest region are (a) _____________  (b) _______________ and (c) ________________.
Africa—annual rainfall and natural vegetation
Content Analysis for the Instructional Programme - Part 'B'

A. Sample

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Formations of Soil</th>
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<tbody>
<tr>
<td></td>
<td>Types of Soil</td>
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<tr>
<td></td>
<td>Alluvium</td>
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<tr>
<td></td>
<td>Khadar</td>
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<tr>
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<td>Red Soil</td>
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<td>Bangar</td>
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<td>Uses</td>
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AGRICULTURE

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<td>Intensive</td>
<td>Food crops</td>
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<tr>
<td>Extensive</td>
<td>Cash crops</td>
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MINERALS

<table>
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<th>Non-Metallic</th>
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<td>Types of Mines</td>
<td>Types of extraction</td>
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<tr>
<td>Quarry</td>
<td>Shaft Mine</td>
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<tr>
<td>Open Pit</td>
<td>Drilling</td>
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</table>

INDUSTRIES

<table>
<thead>
<tr>
<th>Based on Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on Industry</td>
</tr>
</tbody>
</table>

1. Primary
2. Mineral based
3. Based on size:
   - Large Scale
   - Small scale
4. Based on ownership and management:
   - Public
   - Private
   - Joint
APPENDIX VII

TEACHING POINTS OF THE INSTRUCTIONAL PROGRAMME
PART - B

Unit : ‘Our Country - India’

Chapter : 1 : ‘The Face of our Motherland’

Teaching Points:

1.1. Meaning of the term ‘Sub-continent’
1.2. Major Physical Features of India and Map work
1.3. Features of Great Mountains of the north and Map Work
1.4. River Basins of Great Plain of the North and Map Work
1.5. Features of Platean of India and Map work
1.6. Comparison of Eastern Coastal Plain and Western Coastal Plain
1.7. Features of Great Indian Desert.

Chapter : 2. The Land of Monsoon and Natural Vegetation

Teaching Points:

2.1. Wind and types of wind
2.2. Features of periodic and monsoon wind
2.3. Types of Monsoon Wind and differences between them
2.4. Marking the directions of Summer Monsoon and Winter Monsoon wind on the outline map of India
2.5. Features of different Natural Vegetation regions of India.
2.6. Finding relationship between the amount of rainfall and the natural vegetation.

2.7. Marking the different natural vegetation regions on the outline map of India.

Chapter : 3 - Soil and Land Use

Teaching Points:

3.1. Soil a Prime Resource
3.2. Major Soil Types - location and characteristics
3.3. Marking major soil types on the outline map of India.
3.4. Wild Life in India - distribution and preservation.
3.5. Preparing wild life chart on the outline map of India.

Chapter : 4 - Our Agriculture

Teaching Points:

4.1. Features of Agriculture
4.2. Conditions of Indian Agriculture
   - Pre - independence period
   - Post - independence period
4.3. Types of Agriculture - features
4.4. Agricultural Seasons
4.5. Major crops grown in India
4.6. Ways of improving present agricultural system.
Chapter: 5 - Our Water Resources

Teaching Points:

5.1. Identify and describe the different sources of water and uses of water.

5.2. On the outline map of India mark the regions which mainly have tank, well and canal irrigation.

5.3. Features of rivers of Northern India and Southern India and the differences between them

5.4. Features of Multipurpose River Valley Projects

5.5. Marking important Hydro power stations on the outline map of India.

Chapter: 6 - Our Underground Wealth

Teaching Points:

6.1. Mineral, types of minerals and their characteristics

6.2. Features of mining and drilling and distinguishing between them.

6.3. Enumerate the types of mines and their features.

6.4. On the outline map of India mark eight mining centers (mention the minerals mined) and eight drilling centres.
Chapter : 7 - Manufacturing Industries.

Teaching Points:

7.1. Meaning of the term 'industry'.
7.2. Factors influencing the growth of industries
7.3. Types of industries and their features
7.4. Advantages and disadvantages of industries
7.5. On the outline map of India marking about ten industrial centres (naming the industry too).

Chapter : 8 - The Lifelines of our country

Teaching Points:

8.1. Means of Transport, need and types
8.2. Advantages and disadvantages of different types of means of transport
8.3. Marking roadways, railways, waterways and airways (4 each) on the outline map of India.
8.4. Naming the different means of Communication and describing their uses.
8.5. Classifying the different means of communication in various categories.
8.6. Preparing chart on means of communication and transportation.
Chapter : 9 - People the Greatest Resource

Teaching Points:

9.1. Population, reasons for calling it a 'resource'.
9.2. Ways of bringing qualitative growth in population
9.3. High population growth - a problem
APPENDIX - VIII

INSTRUCTIONAL PROGRAMME PART 'B' TEACHER SUPPORT MATERIAL

A SAMPLE

Dear Teacher,

This 'teacher support material' is mainly meant for developing understandings in Geography among the students. It consists of three divisions. They are,

i. Introduction

ii. Teacher's Handbook

iii. Evaluation Material

i. INTRODUCTION:

Instructional Programme Part 'B' is a support material to the teachers who teach Geography for Class VIII. It is developed for the content on 'Our Country - India' spread over 40 teaching periods (Each teaching period is of 40 minutes duration). The whole unit is divided into nine chapters namely, The Face of Our Motherland, The Land of Monsoon, Soil and Land Use, Our Agriculture, Our Water Resources, Our Underground Wealth, Manufacturing Industries, The Life lines of our Country and The People-The Greatest Resource. Each of the above chapters is further divided into a number of teaching points and during one teaching period one or more number of teaching points can be taught to the
students. The time allocation for each of the chapters is as below:

<table>
<thead>
<tr>
<th>Title of the Chapter</th>
<th>No. of teaching periods allotted</th>
<th>No. of testing periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Face of Our Motherland</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>The Land of Monsoon</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Soil and Land Use</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Our Agriculture</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Our Water Resources</td>
<td>3</td>
<td>1/2</td>
</tr>
<tr>
<td>Our Underground Wealth</td>
<td>3</td>
<td>1/2</td>
</tr>
<tr>
<td>Manufacturing Industries</td>
<td>4</td>
<td>1/2</td>
</tr>
<tr>
<td>The Lifelines of Our Country</td>
<td>3</td>
<td>1/2</td>
</tr>
<tr>
<td>The People</td>
<td>2</td>
<td>1/2</td>
</tr>
</tbody>
</table>

Each of the teaching points is taught to the students mainly through student activities.

Optimum use of maps is done for acquiring the required information. There are opportunities for processing the information and drawing inferences. Though most of the activities are centred around maps, the chapter 'Our Agriculture' is chosen for project work, which can be planned and executed with pupil participation like any other class project in school subjects.
The teacher's handbook indicates the teaching points, direction and teaching learning aids with learning outcomes and teaching sequence for each of the chapters separately. The teacher's handbook consists of a pattern of activities - Teacher Student Activity, Student Activity and Teacher Tips. Several such patterns are found in one teaching period. Students mainly learn under teacher monitoring. Continuous evaluation is built into the teaching learning process.

After the completion of each of the chapters a test is to be given to assess the attainment of understandings among the students. At the completion of the whole Unit a Unit test can be given.

Please note the following, when you use this Support Material/Instructional Programme Part 'B'

* Follow the programme as it is. Read it completely well in-advance before you use.

* In case of doubts in using the Instructional Programme, write to the author for clarifications.

* Help students to find responses. Never give the answers directly.

* Confirm the achievement of map skills - direction, map scale, colours, symbols, distribution and inference - among the students before using this programme.
* Prepare the Student Activity sheets (picking from the teachers' handbook) for each of the chapters, number them carefully as given in the handbook. Example: 1.1.3 (It means First Chapter, First Teaching Point and Third Student Activity) and distribute a copy each to the students, to be used by them under your instruction as given in the Instructional Programme.
ii) TEACHER'S HANDBOOK - A SAMPLE

CHAPTER 1.0 : THE FACE OF OUR MOTHERLAND

Teaching Point: Meaning of the term sub-continent, Indian sub-continent and marking Indian Subcontinent on the outline map of Asia.

Duration : One period (40 minutes)

Teaching-Learning Aids : Wall map of Asia-Physical, School Atlas, Map Pointer, Outline map of Asia and colours.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Teaching Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to</td>
<td>Teacher Activity: (TA)</td>
</tr>
<tr>
<td>- read the legend given on the map</td>
<td>Display the Physical Map of Asia on the wall. Ask the students to look into the Physical map of Asia in their atlas. As you ask the questions listed below, let the students identify them in their atlas first, then show it on the wall map when called. Provide opportunities to as many students as possible to show on the wall map. Help the students to find the answers through supplementary questions but never give the answers directly.</td>
</tr>
<tr>
<td>- identify mountain ranges of Asia on a map</td>
<td></td>
</tr>
<tr>
<td>- identify mountain ranges of Asia on a map</td>
<td>1. Which are the different mountain belts of Asia? Name them.</td>
</tr>
<tr>
<td>- locate the direction and identify the mountain ranges</td>
<td>2. Name those mountains which are in the Southern part of Asia.</td>
</tr>
<tr>
<td>- locate the countries to the south of Hindukush, Karakoram and Himalayas</td>
<td>3. Which countries are located to the south of those mountains? Name them.</td>
</tr>
<tr>
<td></td>
<td>4. Those countries look to be separated from the mainland of Asia. Which Physical feature has separated them?</td>
</tr>
<tr>
<td></td>
<td>5. What can you call this part of a continent? (if necessary teacher can give the clue - sub-inspector and try to elicit the term 'sub-continent'.)</td>
</tr>
</tbody>
</table>
6. Locate the countries of subcontinent of Asia on the Wall Map-Political and Physical.

7. What is a subcontinent?

TA: Inform the class to go to student activity 1.1.1 in the worksheet and work on it taking the help of atlas.

**Student Activity-(SA) 1.1.1**

On the outline map of Asia mark the sub-continent of Asia and name those countries.

**Teacher Tips (TT)**

If the students find it difficult to mark in the outline map of Asia, let the teacher help the students to locate the countries of the subcontinent of Asia in their atlas and guide them to mark appropriately in the outline map.

If need be, teacher can bring the Rollup Board of the outline map of Asia, hang it to the wall and teach how to mark, by marking one of the countries of the subcontinent of Asia.

TA: After correcting the map work of the students, teacher can try to elicit the term 'Indian Sub-Continent' from the students. Ask them to look into the sub-continent map of Asia marked by them and answer the questions given in Student Activity 1.1.2

**S.A.1.1.2**

1. What is a subcontinent?

2. Name the countries of the subcontinent of Asia.

3. Look at the size of those countries of the sub-continent of Asia. Which of them is the largest and most popular from the historic times?
- make predictive statements on the name of the sub-continent of Asia.

4. The sub continent of Asia is named after that country, can you predict the name of the sub continent then?

TT: The teacher can verify the answers of student activity 1.1.2 in a group discussion and guide the class towards correct answer. If any observations from the map are missing the teacher can ask related probing questions and try to elicit the required answer from the students with the help of the map. Suppose the allotted time is not adequate to complete the given task student activity 1.1.2 can be given as home assignment.

Teaching point: 1.2. Major Physical features of India and map work.

Duration : One Period

Teaching-Learning Aids: School Atlas, Physical wall map of any continent, Physical map of India.

Learning Outcomes

T.A.: Ask the students to look at Physical map of any one continent in their atlas and to complete student activity 1.2.1 given in worksheets.

SA 1.2.1.

In the Physical map of the continent, which you have observed, what do the following colours stand for? Read the legend, understand the meaning and complete the table given below. Use different colours in the boxes as observed in the Physical map.

<table>
<thead>
<tr>
<th>Colours used</th>
<th>What do they represent?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>Shallow water</td>
</tr>
</tbody>
</table>

T.T.: While performing the above activity, if the...
students face any difficulty, direct them to the legend in the atlas and guide them to find the meaning of the colours.

T.A.: Having identified the colours and their meaning on the physical map, ask the class to observe Physical map of India in their Atlas. Let the teacher show the different colours used on the India Physical wall map and name one of the Physical regions (example: Mountains of the north). There are some more Physical regions marked and named in the map. Ask the students to go to SA 1.2.2 in the worksheets and complete the given task.

S.A.: 1.2.2

Study the Physical map of India. Below are given the colour used in the map and the name of the Physical region. Match them.

<table>
<thead>
<tr>
<th>Colour</th>
<th>Name of the Physical region</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Dark green</td>
<td>a) Great plains of the north</td>
</tr>
<tr>
<td>b) Yellow</td>
<td>b) Great Mountains of the North</td>
</tr>
<tr>
<td>c) Dark yellow/orange</td>
<td>c) Great Indian Desert</td>
</tr>
<tr>
<td>d) Light and dark green</td>
<td>d) Plateau</td>
</tr>
<tr>
<td>e) Brown</td>
<td>e) Coastal plains</td>
</tr>
</tbody>
</table>

Let the teacher find the correctness of the answer by involving the students in identifying the colours and the names of those physical regions on the wall map.

T.T.: Special attention can be given to the slow learners by asking a few probing questions like:

- show one colour used in the map.
- what type of landform is this?
- read the name that is given in big letter along that colour region.
- now match one of the colours by using the lines.
in the same way they can be encouraged to complete Activity 1.2.2.

For those students who have already completed the Activity correctly a few inquiry question can be asked like.

- Why is it named plain of the north?
- Can we given another name to that plain after the names of the rivers flowing there? Name it.

The type of question given above can be asked on different physical regions.

Students have already learnt to mark the distribution of physical features on a map. So, they can be asked to perform the SA 1.2.3 given in the worksheets.

SA: 1.2.3.
Look at the Physical map of India in your Atlas. On the given outline map of India mark those physical regions and prepare a legend. Use appropriate colours according to the land form.

T.S.A.:

After the students complete SA 1.2.3 ask the following questions. Let them identify the direction on the wall map and in their maps too.

- Which are the major physical regions of India?
  Name the physical region to the south of the Great Mountains of the North.
- Which Physical region is to the South West of the Great Plain?
- Which physical region do you find to the east and west of the plateau region?

T.T.: The students who did not answer correctly can be led towards the right answer by helping them to find the direction indicator on the map, and draw the 'Direction Indicator' with eight directions on the blackboard as drawn below:

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N
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- predict the terms based on observations
- develop the skill of marking the distribution of Physical features on the outline map of India.
- identify the location of a physical region of India in relation to its direction.
Then ask questions leading towards the answer.

Example: - Locate the Great plain on the map.
- Name the direction which is below the Great Plain
- Which physical region is there? Name it.

Teaching point: 1.3. Features of the Great Mountains of the North and Map work.

Duration: One period

Teaching-Learning Aids: Political and Physical wall map of India, Atlas, Colours.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Teaching Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>T.S.A.</td>
</tr>
<tr>
<td>- Identify the region covered by Great Mountains of the North.</td>
<td>Let the teacher display both the Physical and Political maps of India on the wall. Ask the students to observe appropriate maps and answer the following questions.</td>
</tr>
<tr>
<td>- identify the divisions of the great mountains of the north</td>
<td>- Show the region covered by northern mountains.</td>
</tr>
<tr>
<td>- Locate the major division of the mountainous region</td>
<td>- Which Indian State do you find on one end of the Great Mountainous region? Locate on the map</td>
</tr>
<tr>
<td></td>
<td>- Which Indian State do you find on the other end of the Great Mountainous region? Locate on the map</td>
</tr>
<tr>
<td></td>
<td>- Name the states which are covered by this mountainous region. Show it on the wall map.</td>
</tr>
<tr>
<td></td>
<td>- Name the major divisions of the Great Mountains of the North</td>
</tr>
<tr>
<td></td>
<td>T.T.:</td>
</tr>
<tr>
<td></td>
<td>Suppose the student finds it difficult to name the major divisions direct them towards the names that are written in capital letters on the Physical region of the Great mountains on the wall map. eg: KARAKORAM.</td>
</tr>
</tbody>
</table>
- list out the different mountain ranges under each of the major mountain divisions.

- locate the different peaks from the physical map of India of Great Mountains of the north.

T.A.: After the students identify the three divisions of the Mountains of the north, ask them to perform the SA No. 1.3.1. given in the worksheets.

S.A.: 1.3.1

1. Fill in the blanks looking into the Physical map of India. The Great Mountains of the North consists of three main divisions. They are _____, _____ and _____

2. Each of the above mountain divisions consists of a number of ranges. Look into the physical map of India, identify those regions and complete the table given below.

<table>
<thead>
<tr>
<th>KARAKORAM</th>
<th>HIMALAYAS</th>
<th>POORNACHAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eg: Ladakh</td>
<td>Himadri</td>
<td>Khasia</td>
</tr>
</tbody>
</table>

While completing the SA 1.3.1, encourage the students to locate relevant information from the map.

T.T.: Those students who need individual attention can be brought to the wall maps, help them to identify one of the ranges of one of the major Mountains eg: Ladakh in the Karakoram then direct them to complete the SA 1.3.1.

T.A.: Once the students complete the SA 1.3.1. they can be asked to identify the different peaks in different mountain divisions from the wall map of India. Then ask them to perform SA 1.3.2. given in the worksheets. They are free to name any 5 peaks of their choice.

SA - 1.3.2.

1. Look into the Physical map of India and complete the following table with any 5 peaks of your choice from the Great Mountains of the North.
locate the rivers which rise in the Himalayas and beyond on the physical map of India.

- Identify the tributaries of rivers Ganga and Indus.

- form a generalising statement from the observed data.

<table>
<thead>
<tr>
<th>Name of the Peak</th>
<th>Height</th>
<th>Mountain Range</th>
<th>Major Mountain Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Which is the highest peak of Karakoram in India? What is its height?

3. Which is the highest peak of Himalayas in India? What is its height?

T.A.: Ask the students to observe rivers which rise in the Himalayas and beyond and flow in India (in their Atlas). Let them locate them in their Atlas and point out on the wall map. Ask them to identify the tributaries of those rivers which rise in the Great Mountainous region and complete the table given in SA 1.3.3.

SA: 1.3.3.

Tributaries of Indus

- Ravi

Tributaries of Ganga

- Gandok

T.T.: For the students who find it difficult to identify the tributaries, ask them to look at the symbol of rivers in the legend in the map. Let them identify those symbols in the mountains of the north, read the name written along the symbol used. These clues will guide them to locate the tributaries and name them.

T.A.: Ask the students to observe the source of the tributaries of Indus in the map and ask them to perform the SA 1.3.4.

S.A.A.: 1.3.4.

1. In the physical map of India in your Atlas observe the sources of tributaries of river Indus. What is common about the sources of the tributaries?
- identify the direction of the flow of rivers.

- form explaining statement by studying the map.

<table>
<thead>
<tr>
<th>of river Indus? Write a generalising statement below:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Look at the direction of flowing of those tributaries. Towards which direction do they all flow?</td>
</tr>
<tr>
<td>3. Can you give a reason studying the map carefully as to why those tributaries flow in that direction? Write below.</td>
</tr>
</tbody>
</table>

T.T.: If some of the students find it difficult to find the answer, help them to locate the relevant information in the wall map. A number of probing questions can be asked like:

1) - identify the location of the sources of tributaries of river Indus.
   - where do all these start from?
   - what is the name of this mountainous region?
   - so what generalising statement can you write which is common to all those tributaries?

2) Draw the direction indicator on the black board and help them to relate it to the map.

3) Ask them to observe the land form along the path of those tributaries. Ask the following probing questions.
   - Through which land form do they flow.
   - Observe the bright of the land form. Does it keep increasing towards south west or decreasing towards south west?
   - What happens to the tributary which flows there?
   - What is the reason for the tributaries of Indus to flow towards south-west?
Teaching Point: 1.4. River Basin of Great Plains of the North and map work.

Duration: Two periods

Teaching-Learning Aids: Physical Map of India, Outline map of India.

Learning Outcomes

Students will be able to

- identify the colours and symbols used in the map and read them
- recall and develop the skill of 'direction'

Teaching Sequence

T.S.A.

Hang the Physical Map of India in the class. Ask the learners to study the region to the South of the Great Mountains of the north and ask the following questions.

- which physical division (land form) is to the south of the Great Mountains of the North?
- How do you know that it is a plain land?
- How do you make out what does green colour stand for?
- Name the major rivers which flow in this plain.

Yes, rivers Indus, Ganga and Brahmaputra flow through the plain land. They flow in different directions in our country.

Ask the students to go to SA 1.4.-I. and fill in the blanks:

S.A. 1.4.-I.

Look into the Physical Map of India in your Atlas. Identify the rivers Indus, Ganga and Brahmaputra in India. Look at the flow of their direction and fill in the blanks given below:

- Indus flows towards _______ direction in the mountainous region of India.
- Ganga flows towards _______ direction after entering into the Great Plains.
- recall the symbols and their meaning on a map
- identify the tributaries of river Indus and the states through which they flow

- Brahmaputra flows towards _______ direction in Assam.

T.T:

If the students find it difficult to fill in the blanks, teacher can direct them in finding the answers through a direction indicator. Ask the learners to relate the direction of the flow of the river with the direction indicator. Thus let them be guided towards finding the required answer.

TSA:

Ask the students to look into the physical/political maps of India. Identify river Indus and its tributaries. Let them also identify the states of India through which they flow. After giving sufficient instructions ask them to go to SA 1.4.2.

SA - 1.4.2

Identify the following in the Physical/Political maps of India.

- River Indus and its tributaries
- States of India through which those tributaries flow.

Now complete the Table given below:

<table>
<thead>
<tr>
<th>Name of the tributaries of river Indus</th>
<th>States of India through which they flow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jhelum</td>
<td>Jammu and Kashmir</td>
</tr>
</tbody>
</table>

- If the students find it difficult to fill in the blanks, teacher can direct them in finding the answers through a direction indicator. Ask the learners to relate the direction of the flow of the river with the direction indicator. Thus let them be guided towards finding the required answer.

TSA:

Ask the students to look into the physical/political maps of India. Identify river Indus and its tributaries. Let them also identify the states of India through which they flow. After giving sufficient instructions ask them to go to SA 1.4.2.

SA - 1.4.2

Identify the following in the Physical/Political maps of India.

- River Indus and its tributaries
- States of India through which those tributaries flow.

Now complete the Table given below:

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<thead>
<tr>
<th>Name of the tributaries of river Indus</th>
<th>States of India through which they flow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jhelum</td>
<td>Jammu and Kashmir</td>
</tr>
</tbody>
</table>
T.T.:

In case some of the students are not in a position to complete the table correctly, ask them to identify the example given in the above table in the physical and political map of India. Guide them step by step. Like this they should be able to complete the table on their own looking into the physical map. Individual attention need to be given here.

T.S.A.:

Ask the students to identify River Ganga and its tributaries in the physical map of India. Ask the following questions to help them to study the map. As they find the answers let them show if on the wall map.

- Name the tributaries of Ganga which flow towards south and join Ganga.
- In which physical region do all these tributaries have their source?
- Why do those rivers flow towards south? How could you make out?
- Name the tributaries of Ganga which flow towards north and join Ganga.
- In which physical region do all these tributaries have their source?
- Why do those tributaries flow towards north? What helped you to guess the reasons?

Having answered the above questions ask the students to go to SA 1.4.3.

S.A. - 1.4.3.

Tributaries of river Ganga are given below look into the physical map of India and classify them into tributaries of Ganga which rise in Himalayas and tributaries of Ganga which rise in the
- classify the given tributaries of river Ganga

<table>
<thead>
<tr>
<th>Tributaries which rise in Himalayas</th>
<th>Tributaries which rise in the plateau</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chambal, Gandok, Ghagra, Betwa, Gomati, Son, Ken, Yamuna, Kosi.</td>
<td></td>
</tr>
</tbody>
</table>

To help the students to answer correctly the teacher can guide the learners how to classify the given items. Eg: Take Chambal. Ask them to identify on the map. Let them go to its source by taking the map pointer along the path of the Chambal. Let them name that physical region (plateau). Now find out from the learners whether they would write Chambal in the I column or II column. Ask them to write in the appropriate column in the Activity Sheet and allow them to continue the same process and complete classification of the given tributaries.

TSA:

Let the students observe the Gangetic Plain which is made up of two sets of tributaries one which rise in the Himalayas and the other which rise in the plateau.

Ask the following questions:

- Which of those two sets of tributaries have formed a vast plain at a lower height from the sea-level?

- How could you make out that the plain formed by tributaries of the Himalayas is at a lower height?

- What is its range of height?

After observing the flowing of river Ganga from its source till its mouth ask the students to go to SA 1.4.4.
Identify the path of the flow of R.Ganga.
Use and develop the skill of symbols

SA-1.4.4.

Study the course of river Ganga in the Physical Map of India and answer the following. Take the help of Political Map of India wherever necessary.

1. At which city does river Yamuna join river Ganga?
2. Where does river Ganga finally flow into?
3. In which Indian State has the river Ganga formed its delta? Which other country shares the delta formed by R. Ganga?

T.T:

If the learners are unable to answer the above questions - Check for the following

- Do they know the symbol of river?
- Can they make out the path of the river from its source till its end?
- Do they know what is a delta?

TSA:

Ask the learners to identify the path of R.Brahmaputra from its source till its mouth. Let them observe the Physical features, countries and states of India along its path and ask them to perform SA - 1.4.5.

SA - 1.4.5.

Observe and study the course of R.Brahmaputra from its source till its mouth and fill in the blanks given below:

Does river Brahmaputra rise at the Himalayas or beyond the Himalayas? It rises _____ the Himalayas.

R. Brahmaputra is called _____ in China.
It flows through the Indian states of _____ and _____ and enters into the country of _________.

It forms delta along with river _____ and finally flows into _______. The height of the Brahmaputra Basin gets _____ from Assam to Bangladesh.

T.I.:

In case some of the learners find it different to perform the above task, see that they perform a set of activities which will lead them to the required answer by asking them a number of questions and identifying them on the wall map or Atlas map of India - Physical. Some of the questions are given below:

- Show where river Brahmaputra is written on the map.

- Move towards north along the river what name is written there?

- To which country does this point of the river belong?

- Move still further you get a lake. What happens to the river at this lake?

- Is this point of the river in the Himalayas or beyond the Himalayas?

TSA:

Ask the students to study the Plain made by R. Indus, Ganga and Brahmaputra. It extends from the western to the eastern part of the country. Let them identify it on the Physical map of India and ask them to go to SA - 1.4.6.

S.A. - 1.4.6.

Look at the Physical map of India. Identify the Great Plain made of Indus, Ganga and Brahmaputra.
- mark the distribution of rivers on the map.
- recall the skill of 'colours'.

- make predictive inferences in relation to the name of the plain and the river being perennial.

- use and develop the skill of symbols, colours and show distribution.

- On the given outline map of India mark the Great plain formed by Rivers Indus, Ganga and Brahmaputra. Colour it appropriately.

- In which part of India is this great plain located?

- Can you guess the name to this Great plain? It is named after the direction in which it is located.

- The rivers of this Great Plain are Perennial. Can you guess why? Find at least two reasons.

- Suppose river Ganga has its tributaries which rise only in the plateau, what change would you have found in the Gangetic Plain? Write any two changes.

- On the outline map of India where you have already marked the Great Plain mark the rivers of the Great Plain. Use conventional symbols and colours. Write the names of those rivers.

T.T:
Guide the students through probing questions.

Teaching point: 1.5. Features of Plateau of India.

Duration: One period

Teaching-Learning Aids: Physical Wall Map of India, Atlas, Outline map of India, Colours.

Learning Outcomes

TSA:

Let the students study the Physical map of India. Ask the following questions to find out their observation. Let them also point it out on the map.

- What land form do you find to the south of the Great Indian Plain?

- read the legend of the map.

- How could you make out that it is a plateau?
- The plateau is divided mainly into three parts, can you name them?

Ask the learners to observe only the Southern Malwa Plateau and go to SA - 1.5.1.

<table>
<thead>
<tr>
<th>SA - 1.5.1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at the region of Malwa Plateau and Deccan Plateau in the Physical map of India and complete the following paragraphs.</td>
</tr>
<tr>
<td>Malwa plateau is enclosed by ______ hills in the north west, ______ plateau in the east and ______ mountains in the south. This region in completely to the North of Vindya Range. Many tributaries of Ganga rise in this region. They are ______, ______, ______, and ______. The height of the Maiwa plateau gradually decreases towards ______ direction and merges with ______ plain.</td>
</tr>
<tr>
<td>The Deccan Plateau is enclosed by ______ range in the north, ______ Ghats in the east and ______ Ghats in the west. The height of the Western Ghats increases towards ______ direction. The highest peak of the plateau is named ______. Its height is ______. Western Ghats is made up of four important hill ranges. They are ______, ______, ______, and ______.</td>
</tr>
</tbody>
</table>

T.T.: Let the students study the map carefully. All the required information is available in the map. If necessary they may be reminded of how to read colours and symbols given on the map.

T.S.A: Ask the students to look at the rivers of the Deccan Plateau. They flow either eastward or westward. Let the students point out one east flowing river and one West flowing river on the Physical Wall map of India. Now ask them to go to SA 1.5.2.
- classify the rivers' into east flowing and west flowing rivers

<table>
<thead>
<tr>
<th>S.A. - 1.5.2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at the rivers of the Deccan Plateau. They either flow eastward or westward. Classify the rivers of the Deccan Plateau into east flowing rivers and west flowing rivers and write in the columns given below:</td>
</tr>
<tr>
<td>East flowing rivers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>T.T.:</th>
</tr>
</thead>
<tbody>
<tr>
<td>See that the learner can identify the source and mouth of the rivers. Only then they will be able to trace the direction of the flow of a river. Eg: The source of river Kaveri lies in the Western Ghats - its mouth lies at the Bay of Bengal. It flows eastward.</td>
</tr>
</tbody>
</table>

Teaching point: 1.6. Features of Eastern Coastal Plain and the Western coastal plain

1.7. Features of Great Indian Desert.

Duration : One period


<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Teaching Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to</td>
<td>TSA:</td>
</tr>
<tr>
<td>- identify the landform from the map</td>
<td>In the Physical map of India let the learners observe the Deccan Plateau and its surroundings. Ask:</td>
</tr>
<tr>
<td></td>
<td>- What type of landform do you find to the east and west of the Deccan Plateau / Show it on the Wall Map.</td>
</tr>
<tr>
<td></td>
<td>- Which of them is broader ?</td>
</tr>
</tbody>
</table>
- draw inferences from the map

- Which of them do you think is more fertile? Why?
After answering the above questions in the class and finding them on the wall map, learners can be asked to go to SA - 1.6.1.

<table>
<thead>
<tr>
<th>SA - 1.6.1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look into the Physical map of India. The eastern coastal plain and the western coastal plains are divided into two parts each. The northern part of the eastern coastal plain is called Northern circas, where as the southern part is called _______ coast. The Northern part of the western coast is called the Konkan coast, but the southern part is called _______ coast.</td>
</tr>
</tbody>
</table>

- Use the scale of the map and measure the length of eastern coastal plain and the western coastal plain. Write it below:

(a) The length of eastern coastal plain is about _______ kms.

(b) The length of western coastal plain is about _______ kms.

Observing both the eastern and western coasts in the map, write any four differences between them in the table given below:

<table>
<thead>
<tr>
<th>Eastern Coastal Plain</th>
<th>Western Coastal Plain</th>
</tr>
</thead>
</table>

T.T.:

- Help the students to observe and find the required information from the map.
- While measuring the length of the coastal plains ask them to recall the way they measured the length of the river.

TSA:

Ask the students to identify the desert of India on the Physical map of India. Let them show it on the wall map. Ask them to study the Indian desert in terms of its location, extension, land form, physical features etc. Let them go to SA 1.7.1.

<table>
<thead>
<tr>
<th>SA - 1.7.1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>After studying the desert of India in terms of its locations, extension, physical features etc. from the physical and political maps of India answer the following:</td>
</tr>
<tr>
<td>(a) The desert of India is named as __________.</td>
</tr>
<tr>
<td>(b) This desert extends to the country of __________ too.</td>
</tr>
<tr>
<td>(c) The desert is located in __________ Heat Zone.</td>
</tr>
<tr>
<td>(d) One of the rivers which flows in Indian Desert is named __________ and enters into the State of __________ which is a part of __________ plain of our country.</td>
</tr>
<tr>
<td>(e) Study the location and physical features of the Indian Desert from the map and guess any 3 features of the climate of the Indian Desert.</td>
</tr>
</tbody>
</table>

T.T.:

- Direct the learners in finding the required information from the map.
- Ask a number of probing questions wherever necessary.
Eg: - Which physical division is to the south of the Great Mountains of the North?

- Which physical division is to the south west of that division?

- From which latitude to which latitude does it extend?

At the end of the completion of the chapter, review exercise questions and give them as home assignments including map work.
iii) EVALUATION MATERIAL - A SAMPLE

Chapter - 2.0. Land of Monsoon

1) Wind is normally named after the direction or region from where it blows, what name can you give to the wind which blows from land? ________________

2) Features of different winds are given below. Tick the ones which are related to periodic winds:
   - Blow during day time
   - Blow throughout the year
   - Blow during night time
   - Blow irregularly
   - Blow during certain period of the year.

3) Some of the names of winds are given below. Which of them are periodic winds? Underline them.
   Cyclone, Sea breeze, Trade wind, Land Breeze, Westerlies, Monsoon.

4) Features of Monsoon Winds are given below. Classify them into Summer Monsoon Wind and Winter Monsoon Wind by writing SM and WM respectively, in the brackets.
   Land Breeze (   )
   Sea Breeze (   )
   Blows from South West direction (   )
Carries more moisture (  )
Dry Wind in the beginning (  )
Blows from North East direction (  )
Gives more rainfall to a large part (  )
Western Coast gets heavy rainfall (  )

5) What type of vegetation is found in the north eastern part of India? Why? Give any two reasons.

6a) What does desert vegetation consists of? Why?

b) Name an Asian country where similar desert vegetation is found. Why so?

7) On the given outline map of India indicate the following:
   a) Direction of Summer Monsoon Wind
   b) Any one region which gets heavy rainfall due to Winter Monsoon Wind
   c) Deciduous forest region
   d) Desert vegetation region
   e) Any two regions with more than 200 cms. of annual rainfall.
APPENDIX - IX

WORK CHART

PROJECT ON 'OUR AGRICULTURE'

Date of Assigning: November 1st Week
Date for Submitting: January 1st Week

<table>
<thead>
<tr>
<th>Group No.</th>
<th>Topic</th>
<th>Work to be done</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Agriculture - importance and conditions before and after independence in India</td>
<td>Collect information from different sources.</td>
</tr>
<tr>
<td>2.</td>
<td>Types of Agriculture in India</td>
<td>Collect pictures and if available samples too.</td>
</tr>
<tr>
<td>4.</td>
<td>Any three pulses and Nuts</td>
<td>Make models wherever possible.</td>
</tr>
<tr>
<td>5.</td>
<td>Sugarcane, Tea, Coffee</td>
<td>Mark the distribution of crops on the outline map of India.</td>
</tr>
<tr>
<td>6.</td>
<td>Cotton, Jute, Rubber</td>
<td>Finally, prepare the Project Report of your group and present it to the class on the allotted date along with visuals.</td>
</tr>
<tr>
<td>7.</td>
<td>Tobacco, Spices, Fruits</td>
<td>Try to make an excellent job.</td>
</tr>
<tr>
<td>8.</td>
<td>Any three oil seeds</td>
<td>Stick-on to the time.</td>
</tr>
<tr>
<td>9.</td>
<td>Our Agriculture - a brief presentation of all the areas covered in the text.</td>
<td></td>
</tr>
</tbody>
</table>


APPENDIX X
ATTITUDE SCALE

Name:

Class:

Note: Please indicate your opinion freely by marking '✓' in the appropriate column against each statement.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Statements</th>
<th>Very</th>
<th>To some extent</th>
<th>Not at all</th>
<th>I don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I could work with the learning material at my own speed.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>I could understand the learning material easily because there were drawings in the material.</td>
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<tr>
<td>3.</td>
<td>The task given at the end of the learning material helped me to know how far I have understood the lesson.</td>
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<tr>
<td>4.</td>
<td>The instructions given in the learning material were clear and easy to follow.</td>
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<tr>
<td>5.</td>
<td>I found learning geography easy and interesting because there were maps in the learning material, which I can understand.</td>
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<td></td>
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<tr>
<td>6.</td>
<td>I found most of the activities given for the assignments easy.</td>
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<tr>
<td>7.</td>
<td>I found it easy to work on individual assignments.</td>
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<tr>
<td>8.</td>
<td>I enjoyed doing group assignments more than the individual assignments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sl. No.</td>
<td>Statements</td>
<td>Very much</td>
<td>To some extent</td>
<td>Not at all</td>
<td>I don’t know all</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------------------------</td>
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<td>-----------------</td>
</tr>
<tr>
<td>9.</td>
<td>Assignments helped us (class mates) to know each other.</td>
<td></td>
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<tr>
<td>10.</td>
<td>Paper presentation was an interesting activity.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11.</td>
<td>The worksheets helped me to understand geography lessons better.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12.</td>
<td>The worksheets helped me to practice map reading.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>13.</td>
<td>After working with the worksheets I found it easy to read maps.</td>
<td></td>
<td></td>
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<tr>
<td>14.</td>
<td>I find map work easy after learning map skills.</td>
<td></td>
<td></td>
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<tr>
<td>15.</td>
<td>Doing map work in groups is more easy and interesting than doing map work individually.</td>
<td></td>
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</tr>
<tr>
<td>16.</td>
<td>After working with the worksheets, I found it easy to understand maps.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>17.</td>
<td>I can read any map better after learning how to read maps by the new method of learning.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>18.</td>
<td>The worksheets have helped me to answer ‘Review Questions’ given in the textbook.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>19.</td>
<td>Learning of Map Skills has helped me in remembering geography lessons better.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sl. No.</td>
<td>Statements</td>
<td>Very much</td>
<td>To some extent</td>
<td>Not at all</td>
<td>I don't know all</td>
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<tr>
<td>20.</td>
<td>Assignments have helped me to get more information related to geography than what is given in the textbook.</td>
<td></td>
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<tr>
<td>21.</td>
<td>I liked the way I learnt the lesson on 'India' better than the lesson on 'Asia'.</td>
<td></td>
<td></td>
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<tr>
<td>22.</td>
<td>Every minute we were kept busy in the new Geography class compared to earlier classes.</td>
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</tr>
<tr>
<td>23.</td>
<td>Teacher clarified the doubts whenever I approached her.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>24.</td>
<td>I have developed more interest in geography after learning map skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>I liked this 'New Way' of learning geography than how I learnt all these years.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>