

NOTE TO THE TEACHERS

Dear Teachers

You must perhaps be aware the National Curriculum Framework (NCF)–2005 envisages that learning in all the three domains—cognitive, conative and affective—be imparted without unnecessarily increasing the curriculum load on the child. Also the National Policy on Education (NPE)–1986, directs that all national concerns and issues to promote values such as India’s common cultural heritage, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, etc., should cut across the different curricular areas. Accordingly, NCERT has taken care that environmental concerns are infused in different curricular areas in a graded manner till Class X. Different activities and project works are suggested in the textbooks to provide live contact with the world around them.

At the higher secondary stage, to ensure the continuation of proactive action towards the environment, NCERT proposes a project-based compulsory qualifying course comprising a core and projects for all students. The core focuses on interconnected nature of the physical–biological–social–economic system pertinent to environmental issues. The core course, detailed under seven major topics would be tackled through deliberations and presentations in a seminar mode. It is suggested that a class may be divided into seven groups and a topic may be assigned to each group. Group members may choose a group leader if they wish. The group will prepare on the topic in consultation with the teacher. The group will present a seminar on the topic where all other groups will also be present. The concerned teacher will evaluate the group giving the seminar and also the groups reacting to it, and keep a record. So, there will be a continuous evaluation of the understanding of different groups while the core components are being transacted. One period per week will be allotted for these sessions. On completion of the core course children will be assessed on similar lines (the chapter on evaluation discusses in details the assessment procedure).

All students will do at least one project under the guidance of a teacher. An individual student or a group

of students may select a topic for the project. Students need to develop a working hypothesis and prepare a detailed project proposal. The project proposal will include the calendar of activities to be undertaken. The teacher facilitator will closely monitor these activities.

All teachers will act as facilitators from the inception to the completion of the project irrespective of the area of specialisation she/he is associated with teaching at the higher secondary stage. One teacher will be associated with a maximum of ten students per class but the number can vary depending on the situation. The teachers as facilitator will closely monitor the working of the project and keep a record of it.

On completion of the project the student will produce the report. In case of group project the teacher will keep a record of the different tasks performed by the group members. However, a joint project report will be presented for evaluation.

The project-based learning would ensure learning in the affective domain which would bring forth good, sensitive, rational citizens.

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