

ANNEXURES

Texts for Listening Tasks

UNIT-1 : Health And Medicine

A 10 You have read about sleep deprivation and the ill effects it has on human beings. There are other work areas where youngsters remain sleep deprived and fall prey to ill health. Listen carefully to some of the comments made about the business process outsourcing (BPO) sector which is part of the IT-enabled industry and do the activity.

Work in a call center is challenging, requiring high levels of concentration. An employee performs one type of activity throughout the day staring at the computer screen all day



They are expected to be at the desk at all times during their shift except for toilet and meal breaks. They have to pick up the telephone within seconds of its ringing. This is monitored by the managers. They have to complete the call satisfactorily, as quickly as possible and move on to the next call.

They also have to meet an unrealistically high target number of calls everyday. In India workers are expected to complete an average of 180 calls per day, compared to 75 in the US. This is really emotionally exhausting!





I have also heard that the employees are under constant surveillance. Closed circuit cameras are placed in every part of the office. In addition, the 'group leader' in each department tracks the workers' performance minute by minute to ensure that work never slows down and peak efficiency is maintained-even though these offices are always short-staffed.

When a person wants to take a toilet break she/he must raise a hand and the group leader will give permission after making sure that someone else takes over the desk. There are even reports of employees being followed to make sure they are not actually taking a long break!



No wonder there are a number of related long-term health problems. In a study it has been found that 13% have reported visual problems such as eye fatigue, 3% have reported headaches while 23% had indigestion and constipation. They also suffer repetitive stress injuries from long hours at the computer and repetitive voice injury from speaking on the telephone for hours continuously

I suppose that is why there is such a high burn-out rate in this industry. People rarely stay for more than a year in any one office, and in about three years they've left the industry for other jobs



UNIT-2 : Education

C.12. Listen carefully to a speech by Steve Jobs.

(Speech by Steve Jobs from Canara bank in house magazine and also in Steve Jobs Stanford Commencement Speech 2005- you tube)

Thank you.

I'm honoured to be with you today for your commencement from one of the finest universities in the world. Truth be told, I never graduated from college, and this is the closest I've ever gotten to a college graduation. Today, I want to tell you the story of my life. That's it. No big deal. Just a story.

The story is about connecting the dots. I dropped out of Reed College after the first six months, but then stayed around as a drop-in for another 18 months or so before I really quit. So why did I drop out?

It started before I was born. My biological mother was a young, unwed graduate student, and she decided to put me up for adoption. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife----except that when I popped out they decided at the last minute that they really wanted a girl.

So my parents, who were on a waiting list, got a call in the middle of the night asking, "We've got an unexpected baby boy; do you want him?" They said, "Of course." My biological mother found out later that my mother had never graduated from college and that my father had never graduated from high school. She refused to sign the final adoption papers. She only relented a few months later when my parents promised that I would go to college. This was the start in my life.

And 17 years later I did go to college. But I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents' savings were being spent on my college tuition. After six months, I couldn't see the value in it. I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all the money my parents had saved their entire life.

So I decided to drop out and trust that it would all work out okay. It was pretty scary at the time, but looking back it was one of the best decisions I ever made. The minute I dropped out I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked far more interesting.

It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms. I returned coke bottles for the five cent deposits to buy food with and I would walk the seven miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuitions turned out to be priceless later on. Let me give you one example:

Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand calligraphed. Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif and san serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically satisfying albeit in a way that science can't capture, and I found it fascinating.

None of this had even a hope of any practical application in my life. But ten years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography. If I had never dropped in on that single course in college, the "Mac" would have never had multiple typefaces or proportionally spaced fonts.

And since Windows just copied the Mac, it's likely that no personal computer could have them. If I had never dropped out, I would have never dropped in on that calligraphy class, and personal computers might not have the wonderful typography that they do. Of course it was impossible to connect the dots looking forward when I was in college but was very, very clear looking backwards 10 years later.

Again, you can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something... your gut, destiny, life, karma,

whatever.... because believing that the dots will connect down the road will give you the confidence to follow your heart, even when it leads you off the well-worn path, and that will make all the difference.

(Steven Paul Jobs (born February 24, 1955) is an American business magnate and inventor. He is well known for being the co-founder and chief executive officer of Apple.)

UNIT-3 : Science

A.7 You are going to listen to a presenter discussing three new inventions-The Solerickshaw, the Green Phone and the Solar Water Purifier. As you listen complete the notes given below:

Good Morning everyone. In today's episode of Scientific Inventions I am going to talk about three exciting new inventions, the Solerickshaw, the Green Phone and a solar water purifier .

First, some information about the Solerickshaw

The Solerickshaw is not just any rickshaw but an optimally designed pedal - operated and motor- assisted three-wheeler. Solerickshaws provide motorized assistance with the motor running on battery powered by solar energy. This Zero Carbon, Urban Transport Vehicle or 'Pedicab' was designed and developed by a team of engineers from the Central Mechanical Engineering Research Institute, Durgapur, West Bengal.

Now for the second interesting invention-yes, the gorgeous Green Phone!

We all know mobile phones are 'must haves' these days. In fact according to statistics, six out of ten people in this world own a cell phone. So imagine the energy consumed and the e-waste generated by these devices, Realizing the 'side-effects' of mobile phones, many handset manufacturers are going green while some are even going solar!

Samsung for instance has unveiled the solar powered phone-'Blue Earth'. It is a touch phone that has a full solar panel on its back which can generate enough power to charge the phone. It is made from recycled plastic from water bottles and has a built-in pedometer to keep a tab on your carbon dioxide emissions. And it is small enough to fit into your pocket!

Another phone that can fit into your pocket and also your budget is the Coral 200, a solar-powered handset from the Chinese mobile manufacturer ZTE. The phone provides fifteen minutes of talktime for every hour of sunlight'

LG too plans to launch a solar powered concept cell phone, which would provide 3 minutes of talk time for every 10 minutes of sunlight. The company has also come up with the HFB-500 Bluetooth solar car kit, which gives customers hands-free mobile use in a fully rechargeable solar unit.

The third solar powered gadget that has just been invented is the solar water purifier which can convert contaminated water into drinkable water.

There are two kinds of solar water purifiers. One type uses solar panels to power a 12 volt water purifier and the other counts on distillation without electricity. While the former is more potable, the latter is relatively inexpensive.

In a solar distillation system, a solar panel is placed on top of a rectangular-shaped box filled with unpurified water. The sun rays heat the water which condenses on the underside of the solar panel and the impurities remain in the box. The gentle slope of the panel allows the water to run into a trough and into collection bottles at the lower end of the box. Additionally, the ultraviolet rays from the sun kill the germs and bacteria in the water.

So dear listeners which of the inventions are you going to buy? With this I sign off promising to bring more exciting scientific news from the world of inventions next week, same frequency, same time!!!!

UNIT-4 : Environment

- A6. You are going to listen to an environmentalist giving a speech at a seminar on World Environment Day on the topic 'Wetlands, an Important Ecosystem' As you listen, complete the flowchart.**

Wetlands

Good Morning everyone, every year February 2, is celebrated as the World Wetlands Day all over to raise public awareness about the ecosystem and promote its conservation.

Firstly, as is obvious by the name, wetlands are water bodies. But, a wetland is not just any water body. It is land that is covered with shallow water - either still or flowing, in which the water table is close to the surface. Swamps, marshes, oases in deserts, mud flats, and paddy fields are all examples of wetlands. Stretches of marine water where the depth does not exceed 6 meters at low tide are also categorized as wetlands. Moreover, it is an entire ecosystem with its associated plant and animal life.

Additionally, wetlands are the world's most productive environments with stunning biological diversity. Wetlands stretch from mountains to seas and include a wide variety of habitats from rivers and lakes, lagoons and mangroves to coral reefs. These habitats support a variety of species of birds, mammals, reptiles, and fish. Some are shrimp farms or fisheries, while others are purely for recreation purposes, valuable in ecotourism.

However, not all wetlands are natural. Some are man-made. Fish and shrimp farms, ponds, irrigated land like paddy fields, salt pans and reservoirs are artificial wetlands.

I must add here that wetlands, like mangroves, provide a barricade between the sea and land and help in stabilizing the shoreline. They help in preventing soil erosion and also in reclaiming land. They are breeding ground for marine organisms like shrimps and a variety of fish. Furthermore, some wetlands help in checking floods and siltation of water ways, others help in checking erosion of forests. Wetlands, which are freshwater bodies, are sources of water supply.

For thousands of years, mangrove forests have provided a natural shield against cyclones and storms that have frequently hit the shores of southern India. It has now been documented that coastal trees and shrubs saved the lives of hundreds of people in the tsunami disaster.

Sunderbans in West Bengal is the largest mangrove forest in the world. India has 19 wetlands sites which are of international importance.

On the whole it is interesting to note that wetlands cover a tiny portion of the earth's surface, but due to the nature of their unique ecosystem, it is all the more important to protect and conserve them.

Thank you.

UNIT-5 : Travel And Tourism

C10. Listen carefully to Harsh Misra's vacation plans and fill in the blanks with exact information:

Harsh Misra's Vacation Plan

My name is Harsh Misra. This autumn break, I am thinking about heading to Shimla for vacation. I'm from Allahabad, I haven't been out in the hills very often. Shimla will be a nice change of place as I have heard there are endless attractions in this area.

Since Allahabad is so far away from Shimla, I will probably have a stopover in Delhi. The spring season is the peak season in Shimla so I'll have to pay a lot. My friend's brother is a travel agent so I will have to ask him to help me out in getting some good rates. Having talked to him in the past about travelling I know he is going to tell me to go in the off season to get a better rate. He tells all of his clients this. I understand his point, but I've never liked planning my vacations around the lean seasons.

I will visit the Jakhu Hill that is located 2 kms. away from the town. Serving as the highest peak of Shimla, Jakhu Hill offers panoramic views of the town and the nearby mountains.

My friends have advised me to stop for a quick bite at the Coffee House which serves the original flavours of coffee picked from the plantations. The next halt in my itinerary would be the State Museum at Shimla, which showcases various miniature paintings, costumes, textiles and jewellery of the region.

My temple trail would include visits to the Kamna Devi Temple, Tara Devi Temple, Kali Bari Temple and Christ Church that are some of the highly revered pilgrimage centres in Shimla. It should be a great time!

UNIT-6 : National Integration

A5. Where are they from?

Divide the class into six groups. You will listen to the conversation between four people talking about the Indian states they live in. As soon you think you know which region the first person is speaking about, ask your teacher to stop. If you are right your group gets a point. If you are wrong, all the other groups get a point and the teacher starts again. But your group isn't allowed to guess again for this region. Then listen to the other three speakers in the same way. Which group has got the most points at the end?

Speaker A: A trip to my colourful state will leave you totally charmed. Bordered by Pakistan, and the states of Rajasthan to the north east, Maharashtra and the Union territories of Diu, Daman, Dadra and Nagar Haveli to the south and Madhya Pradesh to the east, my state is one of the major tourist destinations in India. Strolls along the lovely beaches of Ahmedpur, Mandvi Beach, Chorwad Beach, Diu Beach, Gopnath Beach and Kutch. Mandvi Beach will offer some of the cherished moments of your life. One of our famous temples is at Somnath. Also known as 'the Shrine Eternal', the temple has been torn down six times, but has been rebuilt on each occasion. My name is Jassu Ben

Speaker B: The name of my state means elevated land. This state has a rich history and tradition dating back to the times when the ancient rulers used to reign over this place. Tipu Sultan has been an important ruler. He has fought against the British with the invaluable assistance of the French but was eventually overthrown by the British in the year 1799. The capital of my state has significantly contributed to the technological advancement and overall commercial growth of the state. Some of the prominent national parks are Bandipur National Park, Bhadra Wildlife Sanctuary, Nagarhole and Ranganathittu Wildlife Sanctuary. My name is Arnav Karnad

Speaker C: My state is miniature India in itself, comprising mountains, forests, a large number of rivers, the Gangetic delta and the sea. India, has been ruled from

its capital city till 1911 when the capital was shifted to Delhi. Popularly known as the Queen of the Hills, one of the most beautiful hill stations in India is among the major highlights of tourism in my state. The state has immense geological importance as the Ganges enters its final stage here, and drains the world's largest delta which is home to a large forest, the habitat of the royal tiger. The state has given the country as many as four Nobel laureates. The prominent landmarks to this city include the Victoria memorial Hall, the writers' building, Town Hall the Indian Museum, Asiatic Society, Rabindranath Tagore's residence, National Library and other places of importance. The state has many forests that are rich in wildlife and are known for the leopard and elephant population. The northern region is known for some swift flowing rivers like the Teesta, which is popular among adventure enthusiasts. My name is Abeer Sen

Speaker D: My state is located in the northern part of India at the foothills of the Shivaliks and is one of the most visited among the various tourist destinations of north India. Some of the important fairs and festivals are Hatkalika Fair, Tapkeshwar Fair, Surkhanda Devi Mela, Kunjapuri Fair, Lakhawar Village Fair, and Mata Murti Ka Mela. There are innumerable tourist attractions such as Badrinath, Corbett National Park, Gangotri, Haridwar, Mukteshwar, Kausani, Mussoorie and Nainital. There are a number of pilgrimage spots that are located in my state such as Gangotri, Yamunotri, Badrinath, Kedarnath, Hemkund Sahib and Joshimath. The state has been carved out of Uttar Pradesh in 2000 and is known as Uttaranchal since 2006. My name is Anant Bahuguna

Additional Reading Material
Travel and Tourism
Resplendent Diversity of India

Read the following account and attempt the exercises given at the end.

Raju and Pinky were visiting Agra on a school excursion and were very excited about this trip. There had been a lot of discussion before the educational tour was finalized. Some wanted to go to Jaipur, others thought that Corbett National Park would be far more thrilling. The choice of Agra was made because the excursion could be completed in a day, did not involve expensive night stay in a hotel and of course, what clinched the issue was the Taj Mahal, a world heritage site. Some senior students from class XII also joined as the Final Board exams were far away.

All along the way, those who had suggested Jaipur and Corbett kept grumbling. Mr. Kumar, the teacher consoled them by promising that next time a more distant and exotic destination may be possible. Many students started talking at the same time. Salim suggested the sun drenched beaches of Goa and Gurjit chipped in with Andaman Nicobar islands that he had visited with his parents on a LTC vacation. George and Mary -the cheerful twins-had Ajanta and Ellora on their wish list and while Anjali, usually very shy and not talkative, for once, broke her silence to vote for Hyderabad, the city of Char Minar and next to Golconda. This gave Mrs Nair an opportunity to embark on a lecture on the resplendent diversity of India that is our priceless inheritance. She, of course, painted wonderful word pictures of Shalimar Gardens in Srinagar and Fishing Nets in Cochin. Zoobi, who won all the prizes in all the quiz competitions, lost no time in showing off by rattling figures about the number of foreign tourists that visit India every year and how much foreign exchange we earn through them.

But the kids were not prepared for a rude shock when they reached the Taj Mahal. Two young foreigners just ahead of them in the line before the ticket counter were mobbed by a group of unruly 'guides'. The visitors were looking harassed and irritated. Pinky told Raju, "Isn't this just like the Amir Khan ad they show on TV?" Anjali, exceptionally vocal on the trip, commented sharply, "But no Amir Khan is going to appear here as a saviour.

What are you waiting for? How long are you going to watch this tamasha? Are you scared to rescue your guests?" This prompted Gurjit to roll up his sleeves literally and rush in. In a blink all the students with their teachers formed a circle and outnumbered the haggling guides. Their enthusiastic intervention forced the officials and security guards to come out. The troublemaking guides retreated and the young foreigners thanked their new young friends. The teachers invited them to join the school kids for a quick cup of tea before beginning the exploration of the majestic building. At first they were reluctant and hesitant but were won over when Salim quoted the Sanskrit verse Atithi devo bhava- and explained it stating that in India a guest is treated as God. Zoobi immediately contributed a song version of the shloka singing slightly out of tune, 'Mehman jo hamara hota hai wo jaan se pyaara hota hai' translating in the same breath- 'our guest is dearer to us than our own life.' The eyes of foreigners twinkled mischievously and they didn't miss the opportunity of reminding the kids of their encounter with the guides! The children were stumped but regained their cheer before long.

Soon the strangers began to feel at home with their new Indian hosts and started exchanging their experiences, sweet and sour with them. Liz was from France and Jim was from Australia. Both were studying in an American university and visiting India as back packers. The teachers, as well, as the children shot a volley of questions at them. What are the places you have visited? What other places are you going to visit? Do you plan to ride on the Palace on Wheels? Have you stayed in the Lake Palace Hotel in Udaipur built on an island on Lake Pichola? What have you liked most? What have you bought for friends at home? There was no end to their curiosity. Liz and Jim were patient and tried to explain that they were not rich tourists who could splurge at deluxe hotels and ride Royal trains. They also told the children what the pleasures of back packing are. One can enjoy a lot even on a small budget if one knows what to eat, where to stay and what to see and do. Liz pulled out a copy of the Lonely Planet guide from her rucksack and showed the children the wealth of information it contained about Agra.

After some time they took their leave and the children kept talking about them as they appreciated the beauty of the marvellous monument in marble. After Taj, it was the turn of the Red Fort. Here, the problem was the litter left behind by visitors who had thrown about empty water bottles, pieces of paper in the lawn. The children, prompted by teachers, volunteered to clean up the mess. They also asked the guards on duty why they hadn't stopped and punished the culprits. They in turn pleaded helplessness. "What can we do? We are so few. Hundreds visit this place every day; it's impossible to keep an eye

on all of them." Pinky observed, "We must take care of our heritage ourselves. Government cannot do everything. People should have self discipline." She would have continued with her lecture but another shock stopped her in mid sentence. Someone had scribbled with charcoal on a wall in a corner 'Sita and Gita, Ram and Shyam had come here.' A cartoon like figure was also drawn that defaced the wall. Zoobi hissed in anger. "Incredible India!" Anjali once again put him in his place reminding him that all of us are part of Incredible India. Instead of blaming others we should do our bit. Lighting a lamp is better than cursing darkness. All poor Zoobi could do was to say, 'Gurudev Tagore wrote that, didn't he?' The kids cleaned up the wall the best they could and after an evening snack headed back for Delhi.

Maybe it was the day full of exciting excursions, or sheer tiredness but the road on return journey felt bumpier and the food packed from the shop near the bus stand tasted stale and insipid. Discussion soon heated on the so called four lane highway and amenities for tourists in the city of Taj. Conversation with foreign youngsters was recalled. It's not only foreigners who need facilities but domestic travellers too require clean drinking water, hygienic food and convenient toilets. Affordable hotels, hostels and dormitories must be added to this list. All this would be wasted if no good roads or trains provide connectivity. Suddenly, some students started teasing Raju who, it was well known to his classmates, wanted to join a Hotel Management Course after finishing school. "If this is the case of a heritage site and a historic city, you will have no tourists to cater to by the time you get your first job!"

Raju, made of sterner stuff, responded gallantly. He pointed out how much the city and the monuments had improved since his last visit. He reeled off how clean and beautiful the Red Fort in Delhi looked now. Could anyone deny that the Light and Sound show was magical? What about Humayun ka Makbara that had left President Obama speechless? The moment he mentioned Jantar Mantar those who had wanted to visit Jaipur took off. Jantar Mantar there may be smaller but wasn't the Hawa Mahal in the Pink City exquisite! Gurjit who had been sleeping on the seat woke up as soon as pyaaz ki kachori and daal baati choorma were mentioned. Salim who was a hard core non vegetarian couldn't resist mentioning the sublime biryani he had tasted at his grandparents' house in Hyderabad and what could compare with the delicious khoobani ka meetha topped with malai. Before the contenders could come to blows, the teachers intervened gently. This time interesting anecdotes about diversity in food and costumes became the subject of a quick quiz. Song and dance and colourful festivals and dazzling

handicrafts too cast their spell on tourists both domestic and foreign. Chikan work in Lucknow, Bidriware in Hyderabad, miniature bronze and silks in Tamilnadu, inlaid woodwork and sandalwood in Karnataka. The names came tumbling out from children; shawls and embroidery from Kashmir, soft leather jutis and tie & dye cottons and feather-light quilts in Rajasthan. It was almost like an antakshari cataloguing souvenirs. Those who couldn't think of handicrafts kept interrupting with names of landmarks and monuments from these tourist destinations. Rumi Darwaza and Bara Imambara, Ghats in Varanasi, Victoria Memorial and Rosogolla all got jumbled up and all ended up laughing uncontrollably.

When the students met again the day after in school they were full of recollections and stories related to their trip. They were made happier when the class teacher asked them to write a short essay on how to make Agra more tourist friendly. She was in a generous mood and allowed the wild life lovers to write their essay focusing on problems and potential of Wildlife Parks.

When the essays were read out, one thing became quite clear. Nearly every region in our vast and varied land has breathtaking natural beauty and enchanting flora and fauna. Some species are threatened and a balance must be struck between tourism development and conservation. Tigers and Dolphins, Elephants and Pheasants, majestic Deodar and Orchids all are part of the enchantment of this land. This biodiversity needs protection as urgently as the architectural heritage. It was delightful to see classmates, wiser by their trip to Agra and chance encounter with young foreign tourists, could now talk about tourism in a balanced manner. They cheerfully filled up gaps in fellow students' presentations. All in all, the class covered not only the natural and cultural diversity that attracts tourists like a magnet but also showed awareness of different types of tourism- heritage tourism, pilgrim tourism, eco tourism, adventure tourism and wilderness tourism.

Those who had stayed back and not joined the excursion made up by slogging in the library and making presentations that relied on facts and figures enriched with pictures and interesting charts. These provided the perspective that even today our country's share in international tourist trade is minimal. Much smaller countries like Singapore, Thailand and UAE attract much larger numbers. Some talked of favourite destinations for Indian tourists- Australia, Hong Kong, Dubai and Switzerland. When told that they had strayed from the prescribed topics, a smart alec responded, 'Mam, we wish to learn from others' experiences!'

The teacher couldn't help smiling a little but insisted that they do as homework what had been assigned. The only concession she made was to add one more topic to the list. Students could also choose to write about the variety of jobs and employment that tourism can generate for young Indians in coming decades. She mentioned as a helpful hint the hospitality industry that provides board and lodging, travel and transport, folk arts and crafts, guides and interpreters, banks and souvenir sellers. It's not difficult to guess what our friend Raju wrote about! Zoobi is busy preparing an Incredible India quiz based on ads of different Indian states-covering everything from 'MP Gazab Hai' to 'Gods Own Country'. Audio-Visual cues range from miniature paintings of Baj Bahadur and Rupmati who lived once in a City of Joy (not Kolkata!) to a small part of a Thyagaraja kritti to help you identify a magnificent temple built a thousand years ago. Can you name it now? A Jataka tale is retold in brief to tempt you to lose your way in a maze of cave paintings - Do you know what we are talking about? Three different celebrations of Dussehra tempt us to visit three different states and a picture of carnival takes us to a region where the Portuguese held sway for over four centuries. Additional cues are cartoons by Miranda.

Pintu Ghosh, the youngest in the class, surprised everyone with his comprehensive contribution surveying the wonders in the north east. 'The Rainbow Unveiled' was the title of his project that covered all the seven sisters and a brother! He reminded his classmates that Arunachal Pradesh had monasteries like Tawang as impressive as Ladakh and like Sikkim which could boast of Pemyengtse and Tashiding attracted a lot of tourists interested in Buddhism. Pintoo had taken trouble to include details about Manipuri raas, a dance form that is inspired by the Radha-Krishna legends but is very different from dandiya raas in Gujarat or the raas leela in Uttar Pradesh. A large section in his essay dealt with Kaziranga, the wild life sanctuary in Assam, home of the rare one horned rhino. The illustrations were all very colourful and showcased chiraaw bamboo dance from Mizoram and Naga shawls and spears. Never to be satisfied easily, Zoobie cribbed, 'But he has not mentioned Cherapunji in Meghalaya and the Toy Train in Darjeeling.' No one in the class was in the mood to support him. Everyone was in a hurry to read out what they had done.

Another essay that drew praise from the teacher was written by bespectacled Madhavan Pillai who had prepared a note on all the World Heritage Sites in India. Most had heard of the concept but were ignorant about their number and locations in India. The Red Fort, Fatehpur Sikri, the Taj, the Grand Stupa in Sanchi attract tourists like a powerful

magnet. But others are no less fascinating. Madhavan reminded his class fellows that unless we are careful and protect these monuments, UNESCO can withdraw this prestigious recognition. We must ensure, he added, that no one defaces or disfigures these.

Samyukta Mohanti followed this with a short essay that continued the argument further. She referred to the Great Dark Pagoda, the Sun temple at Konark and the Jagannath temple at Puri, famous for the rath yatra festival. Her complaint was that most tourists gave Odisha a miss and were not even aware of the beauty spots it possesses like the Chilka Lake or Satkosia gorge on Mahanadi and the Bhitarkanika crocodile reserve. She was keen to include something about the Odissi dance and Geet Govinda but had to wind up due to the word limit.

Raj Iyer who had recently come to Delhi from Puducherry wrote a short piece about the French connection and the revolutionary sage, Sri Aurobindo.

We could go on and on with teasing and tempting but think it will be better to set you free to explore the land and people on your own. Do as much armchair travelling as you wish before you step out. Remember the old saying 'Charan vai madhu vindati'- one who travels gathers honey. Don't ever forget that 'Atithi devo bhava' and 'Incredible India' go hand in hand. Welcome the guest and treat him well. Take good care of the shared natural and historical heritage. These are an integral part of our identity and never forget a happy guest is a friend for life. Tourism doesn't only add to earnings and creates jobs- it enriches our own lives.

Things to do:

Make a list of delicacies from different parts of India.

Match major tourist destinations with historic monuments.

List the World Heritage Sites in India and write short notes on any five.

Write briefly about the temples and shrines belonging to different faiths in different regions of India.

Name the more famous wild life parks and natural reserves in India and write about the rare animals that we can encounter there.

Jaipur-Delhi -Agra are often referred to as the Golden Triangle. Can you suggest similar Golden Triangles for Eastern, Western and Southern India?

Name the major Indian dance forms -classical and folk that may interest the tourists, both domestic and foreign.

How would you plan a trip to a destination of your choice? Cover everything-travel, accommodation, sightseeing, food and souvenir purchases.

Feature by:

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Courtesy: Ministry of Tourism, Government of India.

Inter-disciplinary Project

This is an ideal area for an inter-disciplinary project. Such a project will help children explore different aspects of the diverse tourism opportunities that India offers in a joyful manner, working in groups of 4-5 students. Besides enabling the students to integrate their learning by working across subject boundaries, such a project will also reduce the work load on students and teachers.

Here are some suggestions for an inter-disciplinary project based on the above feature 'Resplendent Diversity of India'.

Project Topics:

Since the feature covers many aspects of India from the point of view of tourism, it is advisable to identify specific areas for the project work so that they can be easily managed by students.

The topics for the project work on India as a tourist destination are as follows (all the topics are with reference to India only).

- Historical and Heritage Site Tourism.
- Eco Tourism
- Adventure Tourism
- Pilgrim Tourism
- Wild Life Parks and Natural Reserves
- Cuisines and Handicrafts
- Art, Dance and Music
- 'Atithi Devo Bhava' - promoting Indian Tourism.
- Tourism Infrastructure

(After reading the feature you may be able to identify more topics).

- **Subjects that can be integrated in the Project:**

Language: The topics can be explored for developing language skills through

- Brochures
- Advertisements
- Power point presentations
- Travel guides
- Feature and analytical articles
- Photo features
- Essays
- Recipes
- Role plays (as guides and tourists)
- Light and sound shows
- Posters
- Drawings and paintings with write-ups

The language component of the project can include some of the above suggested modes.

Geography: Since tourism is very closely related to geographical locations, it offers immense scope for integrating geography through

- Write-ups on the geographical locations and sites of the tourist destinations chosen
- Maps showing exact locations
- Write-ups describing the salient geographical features, flora and fauna
- Maps and details of rail, road and air links.
- Power-point presentations with visuals
- Miniature models of heritage sites, religious monuments etc.
- Drawings and paintings with write-ups giving information about location, weather and transport available.

History: Since most of the tourist destinations are steeped in history, the project can encourage students to gather information about the history of monuments, places of worship, heritage sites, cuisines, trade, dance forms, handicrafts etc. through

- a) Time lines
- b) Historical sketches
- c) Dramatization and role play
- d) Feature articles and essays tracing the history of monuments and places of tourist interest.

Mathematics: Tourism industry involves both foreign and Indian tourists, income including foreign exchange, accommodation and travel facilities. These may be integrated in the project through

- a) Graphs, pie charts, tables etc.
- b) Calculation of foreign exchange inflow
- c) Projection of future needs in infrastructural facilities. (Refer Section D of Unit 5)

Procedure

1. The subject teachers involved in the project (it may involve the language, social science and mathematics teachers, if all the four subject components are chosen) must get together and prepare a detailed plan for the project on the basis of notes given here.
2. The students will be divided into groups of 4-5 students.
3. Each group can be allowed to choose a topic after discussion and consultation among themselves and with the teacher.
4. Based on the topic, a combination of modes listed under the four subjects could be chosen. It should be ensured that the project reflects all the four subject areas but at the same time does not become too heavy or difficult for the students.
5. The subject teachers should sit with each group and help them draw out an outline of their project.
6. Sources and Resources for collecting information, material and for research may be identified.

7. The members of each group may be helped to allocate the work on the basis of their interests and talents.
8. An initial draft/ presentation to the teachers may be arranged for comments and suggestions. It may not be complete in all respects. Such an intervention by the teachers is necessary to help students know whether they are on the right track. It will also enable the teachers to know what learning gains are accruing for the students.
9. Any help by way of editing, improving etc may be provided by the teachers.
10. A time schedule may be suggested for the final submission/ presentation. It is suggested that a project of this nature may require about 40 days. So this is ideally suited for a Formative Assessment Task. Since Travel and Tourism is the 5th unit of MCB, teachers will do well to give this project as part of FA 4. If teachers feel that it would be too close to SA 2, the project can be given as FA 3 and subsequently the unit on Travel and Tourism could be taken up for detailed study.

Assessment

The three subject teachers can develop rubrics for assessment keeping the requirements of their respective subjects. Suggested rubrics are given below:

Rubrics

Max. Marks for each subject: 10

Languages

- Relevance, richness and variety of content : 3 Marks
- Accuracy of language used : 2 Marks
- Fluency and effectiveness of organization : 2 Marks
- Imaginative use of language, visuals and : 2 Marks
other presentation techniques
(modulation, eye contact etc in the case
of oral presentation)
- Group Dynamics : 1 Mark

Total	10 Marks
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Geography and History

- Correctness and relevance of geographical / historical information : 3 Marks
 - Richness and Variety of information : 2 Marks
 - Effectiveness of presentation : 2 Marks
 - Richness and authenticity of sources used and research done : 2 Marks
 - Group Dynamics : 1 Mark
-
- Total : 10 Marks**

Mathematics

- Correctness and relevance of mathematical Tools used such as graphs, pie-charts etc. : 2 Marks
 - Correctness of calculations : 2 Marks
 - Effectiveness of presentation : 2 Marks
 - Aptness and authenticity of sources used for collecting data : 2 Marks
 - Aptness of conclusions drawn and projections made : 1 Mark
 - Group Dynamics : 1 Mark
-
- Total : 10 Marks**

Precautions

- It should be done as a group project.
- Students will do the project within the school hours.
- Sources for information should be easily accessible like books from the library, internet etc.

- The project should not expect a voluminous document as a product. Simple advertisements, posters, write-ups, articles backed by oral presentations will be more enjoyable.
- If there is a written product, it should not be a computer print out. It should be handwritten supported by visuals, either drawn / painted or pasted.
- Subject teachers should make use of simple but probing questions to ascertain the learning gain of every member of the group.
- The project may be assessed by each of the three teachers so that it can be taken as a Formative Assessment Task for all the three subjects, ie, English or Hindi, Social Science and Maths. Thus, with one project three subjects can be assessed.
- It will be advisable for the three subject teachers to come together for assessment, especially if the project work involves oral presentations, dramatization, talks, role play etc.

This is only a suggested plan for the inter-disciplinary project. Teachers are at liberty to make any changes they feel necessary to suit the needs of their students.

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