

APPENDIX 'D'

A FEW SPECIMENS OF LIST OF BEHAVIOURAL OBJECTIVES  
DEVELOPED FOR PUPILS TAUGHT BY STRATEGY II  
(LECTURING AND QUESTIONING-ANSWERING BY USING  
BEHAVIOURAL OBJECTIVES)

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General Introduction to the Objectives of Lesson with a  
Reference to the Gangetic Plain

My dear students, we should be fully aware that the Gangetic plain has a very significant role to play in the economic life of India. As a student of Geography you should all the more be very particular about this. I would like to draw your attention towards the lessons in three stages:

Firstly, it is expected that when the lesson is over you have at least some knowledge about the Gangetic plain. Your attainments can be assessed if you feel confident to :

1. define the Gangetic plain and describe the boundary and the extent of it;
2. describe the characteristics of the region;
3. recall the important facts and figures, in time;
4. differentiate the various informations about the region;

Secondly, it is expected that you form some clear concepts to explain everything to explain in terms of cause and effect relationships on the basis of the knowledge that you acquire. Your comprehension can be judged if you are in a position to -

1. describe the physical and economical phenomena, for example, why there is a high field of wheat in the upper Gangetic plain ? Why there is a bumper crop of paddy in the lower Gangetic plain ?
2. relate asto why one region is different from the other, for example : what is the basis of difference between the upper and the lower Gangetic plains ?

3. determine possible future changes on the basis of some given data, for example,  
the rainfall in the lower Gangetic plain is scanty this year, so, what would be the prospect of the crop ?
4. read and explain the maps, charts and graphs;
3. draw a conclusion on the basis of some data, as for example, there are a good number of 'bils' on the west of the river (Hooghly) in the lower Gangetic plain. What do you assume to be the cause of this phenomenon ?

Thirdly, your knowledge and concepts need prove useful to apply them in suitable situations. You know that many persons acquire mass of knowledge but they fail disappointingly to apply them in proper contexts. Will it not be futile if you simply memorise very many details but cannot apply them to explore the solutions to new and unknown problems ? Your proficiency in application can be assessed if you feel keen to :

1. discover new data and events, say for instance, what advantage the state of West Bengal will derive if there is an emergence of a large island in the south of the Sundarbans ?
2. discuss various geographical situations from different viewpoints, for example :  
if the townships of Triveni and Kalyani are linked together with a bridge over the river Hooghly what would be the possible consequences thereabout ?
3. suggest the future possibilities of a particular place ;
4. prepare a plan for a particular region, as for example, what would be your basis schemes if you are entrusted with the development of Calcutta ?
5. formulate different type of hypotheses and assumptions, for example, what geographically significant arguments you would like to present in favour of founding a college at Bang Bagmore ?
6. draw maps properly and illustrate adequately;
7. solve multifarious geographical problems that are likely to crop up.

I feel obligated to draw your attention to these points so that you may be very particular about the things when the lesson is in progress. You should be careful also when you

prepare the lessons yourself. Do you not think that if you are precise and particular from the beginning itself your result will surely be far better than that of the others who are usually not careful ?

I tell you very confidently that if you abide by these considerations you would fare much much better than the previous occasions.

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THE GANGETIC PLAIN : LESSON No.9

THE LOWER GANGETIC PLAIN - Minerals, Industry,  
Industrial Belts

Objectives of the Sub Unit in particular :

Strategy II - Lecturing and Questioning-Answering  
by using Behavioural Objectives

Note that this region among the three is the most prosperous in industry and agriculture. Incidentally, it may be mentioned that because of the sheer economic prospect lakhs and lakhs of people have assembled here to earn a livelihood. A recent survey highlights that 64% of the total income in the city of Calcutta travels out of the state. Let us examine now as to what economic situation provides the livelihood of such a large population. At the end of the lesson you are expected to be in a position to :

1. indicate the names of the principal power resources and state the names of three thermal power stations,
2. state the names of at least three places having possibilities of oil resources and indicate at least one reason for this possibility;
3. relate the different factors responsible for the growth of these industries and give two examples of each with the centre of their production;
4. indicate the names of one independent, one dependent on another state, and one foreign-exchange earning industry and present arguments for the phenomena respectively;

5. indicate and write the names of the principal industrial belts of the region and specify the principal product of at least two of these industrial belts mentioning the centre of their production and locate them also in the map.

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THE GANGETIC PLAIN : LESSON NO. 10

THE LOWER GANGETIC REGION : Communications -  
Routes-  
Towns and Ports

Objectives of the Sub-Unit in particular

Strategy II - Lecturing and Questioning-Answering  
by using Behavioural Objectives

Is it not interesting that the fare-structure in Calcutta and in West Bengal is the cheapest among the metropolitan cities of the world ? Do you know that this particular Gangetic region among the three is the most populated one ? Do you know further that the oldest and the longest national highway emerges from this region itself ? We would launch the discussion today keeping these questions in view. I would expect at the end of the lesson that you would be in a position to :

1. indicate the names of the rail-routes to different directions from Calcutta, describe at least two of the rail-routes and show them in the map;
  2. state the names of at least four national highways mentioning the most important among them and show them in the map;
  3. indicate the names of at least four bus-routes connecting Calcutta with the districts of the state;
  4. indicate the name of at least one economically important riverway;
  5. state the names of at least five thickly populated districts and put forward at least three arguments for the density of population in at least two of the districts;
  6. indicate the names of at least two towns in each district;
  7. indicate the names of at least seven towns each on the east and west bank of the river Hooghly and locate them in the map;
  8. explain at least with three reasons the significance of founding the Port of Haldia.
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THE DESERT REGION - LESSON 1 - Position and Boundary  
Physical Features - Rivers -  
Climate - Soil

In our history and literature Rajasthan and the Rajput kings have a very special position. You must have seen the recent newspaper reporting that the Battle of Haldighat and the heroism of Rana Pratap is going to be commemorated very soon at national level. Almost entire of this Rajasthan is included in the Desert Region. It is indeed strange as to how a glorious history could be made in the midst of a desert. Do you like to know the physical factors that are responsible to make Rajasthan a desert? Does there exist a hidden treasure which has rendered the desertland into a land of kings - 'Rajasthan'? I would know that you are really eager if you are in a position to respond to the following at the end of this lesson. That you can :

1. describe and write the boundary of the Desert Region and indicate it in the map;
  2. explain with at least three examples the importance of the action of wind;
  3. justify if there is any relationship of this Desert with the Aravalli Ranges ;
  4. describe at least two characteristics of the River Luni;
  5. indicate at least two of the characteristics of the soil here;
  6. find out a couple of problems of the region and suggest at least three solutions thereof.
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THE VALLEY OF BRAHMAPUTRA - LESSON 1

- Position and Boundary-
- Physical features
- River System

The entire Assam region is regarded as the 'gift of the Brahmaputra.' This is simultaneously the river of destruction and emergence. Its course is extremely controversial. You would realise gradually as to how much significant is this valley in our economic and cultural life. On completion of the lesson, I would expect that you would be in a position to :

1. determine the boundary of the Brahmaputra Valley;
  2. describe the characteristics of its position ;
  3. state and write the names of at least five districts of the region ;
  4. describe the characteristics of at least two of the physical features ;
  5. indicate the names of the states through which the Brahmaputra flows;
  6. indicate the names of at least five tributaries with the direction of their flowing;
  7. explain with reasons the basis of two similarities and two dissimilarities between the 'Ganges and the Brahmaputra.
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