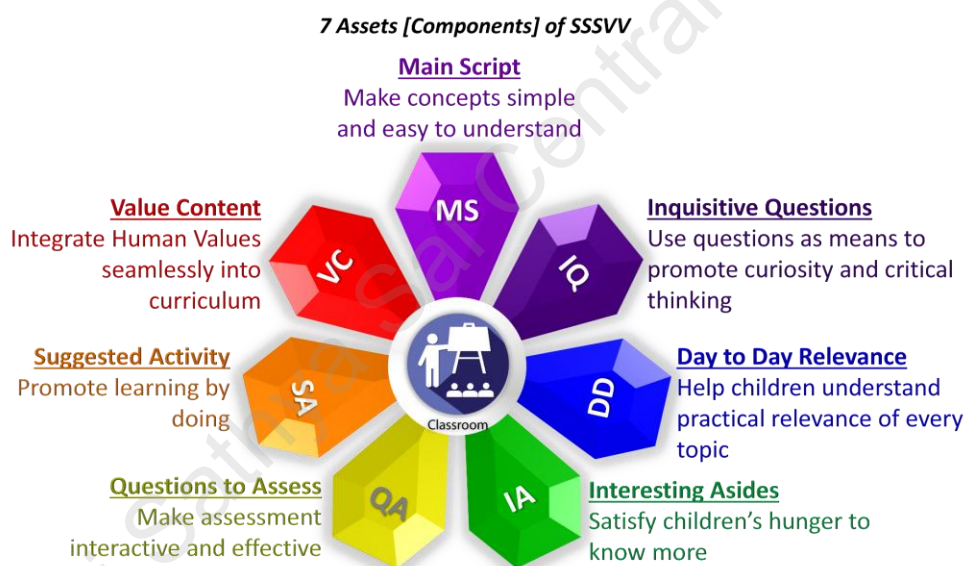


Master Lesson Plan for Socialism in Europe and the Russian Revolution

Board	Standard	Subject	Chapter	Language	Creation date
NCERT	STD IX	Social Science	Socialism in Europe and the Russian Revolution	English	



CURRICULAR GOALS	CG-2: Analyses the important phases in world history and draws insights to understand the present day world
COMPETENCIES AS PER NCF/NIPUN BHARAT	C-2.1: Explains historical events and processes with different types of sources, with specific examples from world history
SDG(Sustainable Development Goals)	SDG 16: Peace, Justice and Strong Institutions
Strategies As Per NEP	Storyboard IA_The Tsar and the Mystic.pptx.
Collaborative Learning approaches	Jig-Saw Classroom Technique, Self study method
Technology aids	PPTs
Learning Teaching Materials (LTM)	Maps of Europe and Russia
Interdisciplinary Connections	Interdisciplinary Study: IA_The Tsar and the Mystic.pptx. Subject: Science Topic: Haemophilia MS_ Revolts in February and October Geography Topography of Russia
Cross-Cutting Themes	Values and Dispositions: Understanding the idea of equality. Educational Technology: Enriched with PPTs as teaching aids

MS_Ideation Module_Socialism in Europe and Russian Revolution

Notes to teacher: Dear Teachers, through this MLP, we bring to you, suggestions, pedagogical approaches, ideas, teacher reference documents (TRD), teaching aids (TA) and Learning Aids (LA) for the topic '**Socialism in Europe and Russian Revolution**' for grade **IX**. This ideation for lesson planning and delivery has been designed based on the curricular expectations and learning outcomes as prescribed by NCERT.

Curricular Expectations:

Students are expected to:

- identify spatial (relating to or occupying space) variability of events, processes, and phenomena in the contemporary world
- identify democratic ethos, equity, mutual respect, equality, justice, and harmony.

Learning Outcomes:

Students will be able to:

- recall names, places, years of some important socio-political and economic events that changed India and the world, such as, the Russian Revolution.
- classify and compare events, facts, data, and figures, for example, compares the course of events leading to important revolutions in the world such as the Russian Revolutions
- explain the cause and effect relationship between phenomena, events, and the occurrence of various revolutions.

Topics in this Chapter

Total Time : 245 minutes, 7 periods

Notes to teacher: The chapter on 'Socialism in Europe and Russian Revolution' has been broken down into these subtopics. Ideas and strategies on how each topic can be dealt with has been suggested. As you view this lesson plan, you will find that all the seven asset types are integrated seamlessly to make learning 'Insightful', 'Inspiring', 'Enjoyable', and 'Participative'. You will also notice that the activities and Value content are designed towards attainment of curricular expectations.

This lesson plan is designed for 7 periods, considering each period to be of 35 minutes. Additional one or two periods may be used, if required.

Topic and Subtopics

The Age of Social Change

- 1.1 Liberals, Radicals and Conservatives
- 1.2 Industrial Society and Social Change
- 1.3 The Coming of Socialism to Europe
- 1.4 Support for Socialism

The Russian Revolution

- 2.1 The Russian Empire in 1914
- 2.2 Economy and Society
- 2.3 Socialism in Russia
- 2.4 A Turbulent Time: The 1905 Revolution
- 2.5 The First World War and the Russian Empire

The February Revolution in Petrograd

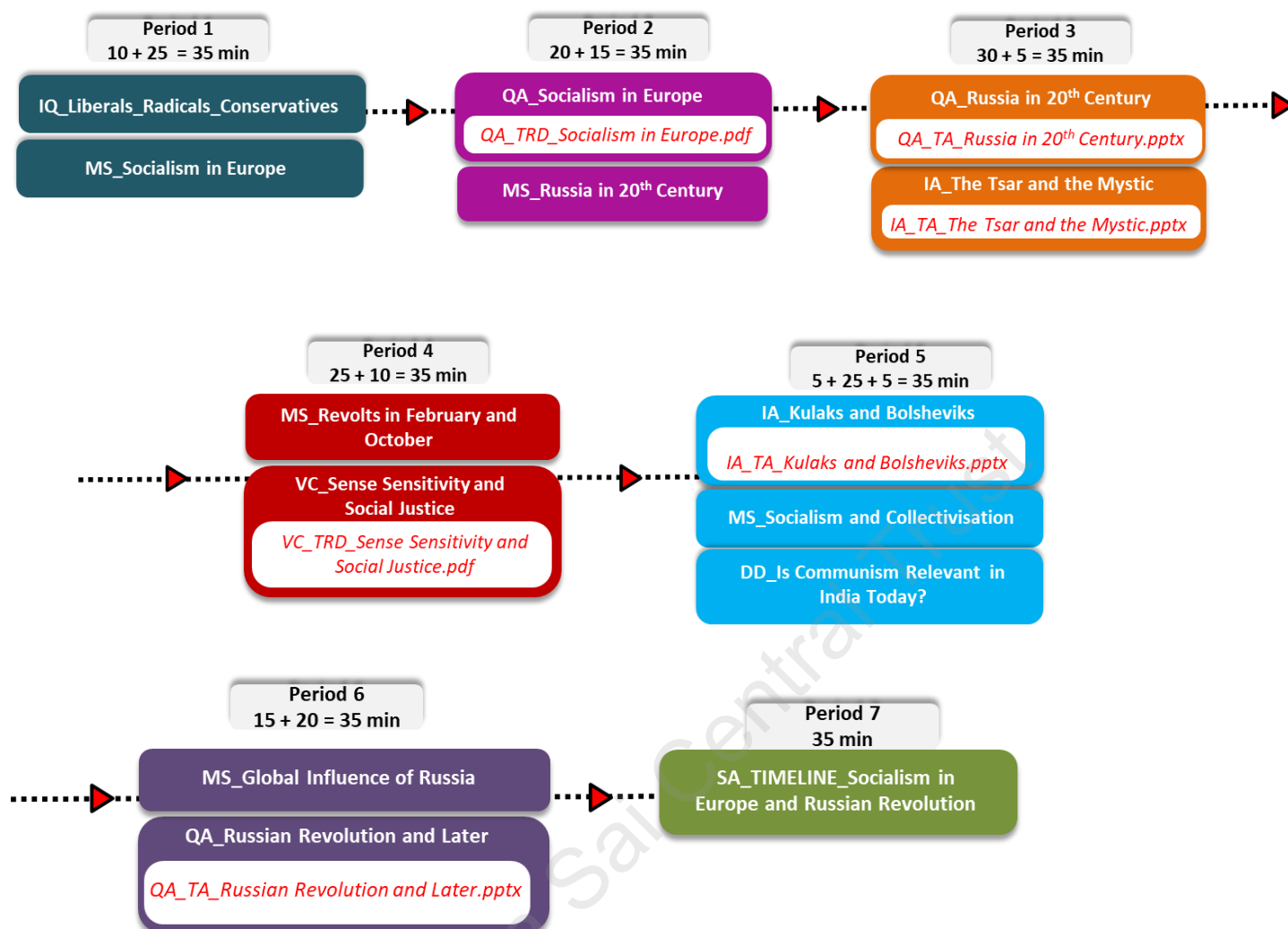
- 3.1 After February
- 3.2 The Revolution of October 1917

What Changed after October?

- 4.1 The Civil War
- 4.2 Making a Socialist Society
- 4.3 Stalinism and Collectivisation

The Global Influence of the Russian Revolution and the USSR

Lesson Plan Flow



PERIOD 1

Topic:

The Age of Social Change

- Liberals, Radicals and Conservatives
- Industrial Society and Social Change
- The Coming of Socialism to Europe
- Support for Socialism

Time: 10+25 mins

Asset Types: IQ, MS

Objectives: Students will be able to

- deduce the impact of French Revolution in Europe
- analyse the causes and effects of Socialism in Europe

IQ_Liberals_Radicals_Conservatives

(Notes to the teacher - The teacher can introduce this chapter by initiating a few questions based on the situation given below. All answers could be accepted.)

Situation: Consider a discussion on school dress code.

1. If given a choice to decide on the school dress code which of the 3 given categories would you prefer:

Type-I

Permitting a wider range of clothing styles and self-expression, which encourages individuality and creativity while respecting basic guidelines for modesty and safety.

Type II

A complete abolition of the dress code. Liberty to wear whatever they choose, believing that restrictive dress codes restrict individual freedom and expression. Advocate for a total overhaul of the existing policy.

Type III

Emphasizing and preserving traditional dress standards so that there is uniformity and discipline.

2. Justify your preference.

3. Those who have selected type III, state the reasons for not selecting Type II.

Hints: Lack of uniformity, distraction, indiscipline.

4. What challenges do we generally face while bringing about change in the society?

Hints

- Not accepted equally by all, rigidity, resistance, fear of change, fear of accepting new ideas
- People generally resist change
- Some sections of society prefer a gradual change over a period of time
- Some prefer a rapid transformation.

MS_Socialism in Europe

Notes to the Teacher. This asset can be transacted using **Jig-Saw Classroom Technique.**

The jigsaw technique is a cooperative learning method done in the classroom.

STEPS:

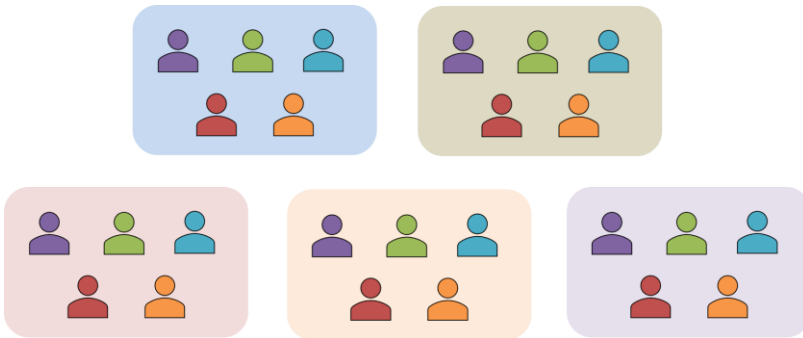
1. Divide the students into 5 groups. (These are called Jigsaw Groups)
2. Divide the topics of the day into 5 segments.

To learn about Socialism in Europe, divide the content into 5 stand-alone segments as:

- a. The Age of Social Change
- b. Liberals, Radicals and Conservatives
- c. Industrial Society and Social Change

- d. The Coming of Socialism to Europe
- e. Support for Socialism
3. Assign each student one segment to learn. Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.
4. Form temporary 'Expert groups', by having one student from each jigsaw group join other students assigned to the same segment. For example, all students with the topic 'The Age of Socialism' will gather together.

Jigsaw Group:



Expert Group:

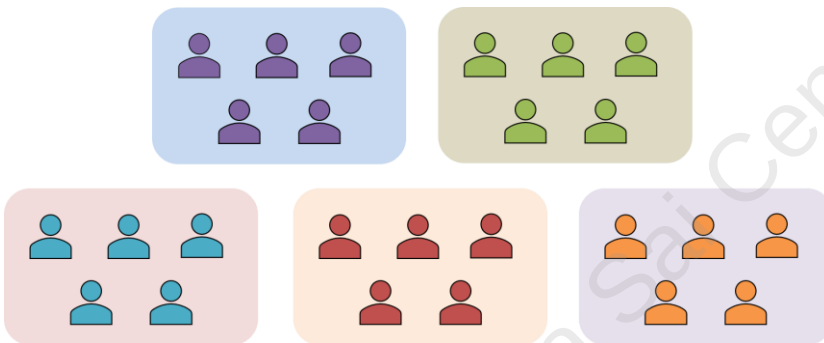


Image Source: People vectors created using MS_PPT Icons and MS_PPT Shapes

5. Give students of the expert groups time to discuss the main points of their segment and to note down details to explain to their jigsaw group.
6. Bring the students back into their jigsaw groups. Conduct an assessment on the learnt segments group wise. Assess them by giving points for correct responses.

Note: The assessment is transacted in the following separate asset QA_Socialism in Europe. This will be done in Period 2.

PERIOD 2

Topics:

The Age of Social Change

- 1.1 Liberals, Radicals and Conservatives
- 1.2 Industrial Society and Social Change
- 1.3 The Coming of Socialism to Europe
- 1.4 Support for Socialism

The Russian Revolution

- 2.1 The Russian Empire in 1914
- 2.2 Economy and Society
- 2.3 Socialism in Russia
- 2.4 A Turbulent Time: The 1905 Revolution
- 2.5 The First World War and the Russian Empire

Time : 20+15 mins

Asset Types: QA, MS

Objectives: Students will be able to

- assess their knowledge on the effect of Socialism in European nations after the French Revolution
- explain the economy and lifestyle of the Russian Empire during the beginning of the 20th Century

QA_Socialism in Europe:

This asset is in continuation to the previous asset.

Once their learning on the topic- Socialism in Europe is completed, the teacher may conduct a quiz to assess their learning group wise.

Please use QA_TRD_Socialism in Europe.pdf

The students may note down the questions in their notes for reference.

MS_Russia in 20th Century

Notes to the Teacher: In this asset the students will participate in a **self learning method**. They will learn the given topics from the textbook content. To make learning interesting the following technique can be used.

Self study method

- The class may be divided into **pairs**
- Each pair will read the topic:
 - The Russian Revolution**
 - 2.1 The Russian Empire in 1914
 - 2.2 Economy and Society
 - 2.3 Socialism in Russia
 - 2.4 A Turbulent Time: The 1905 Revolution
 - 2.5 The First World War and the Russian Empire
- Each student will read out a paragraph alternatively to one another
- During the learning, if any doubts arise, they will discuss and explore. If they cannot get their doubts cleared, the teacher may help them in understanding

PERIOD 3

Topics:

The Russian Revolution

- 2.1 The Russian Empire in 1914
- 2.2 Economy and Society
- 2.3 Socialism in Russia
- 2.4 A Turbulent Time: The 1905 Revolution
- 2.5 The First World War and the Russian Empire

Time : 20 + 10

Asset Types: QA, IA

Objectives: Students will be able to

- assess their learning on socialism in Russia that resulted in revolutions
- develop interest in identifying the key factors and events that led to the Russian Revolution

QA_Russia in 20th Century

Please use PPT **QA_TA_Russia in 20th Century.pptx**

Kindly refer to the notes sections of the slides for the details.

IA_The Tsar and the Mystic

Please use **IA_TA_The Tsar and the Mystic.pptx**

Notes to the teacher: The teacher may use the storyboard PPT to narrate the story of Rasputin and the Tsar II. It is recommended to use voice modulation with suitable expressions to draw the attention of the students.

Interdisciplinary Study:

Subject: Science

Topic: Haemophilia

The teacher may gather information and discuss on Haemophilia, its conditions, symptoms and remedies for this genetic disease.

PERIOD 4

Topics:

The February Revolution in Petrograd

3.1 After February

3.2 The Revolution of October 1917

Time : 25+10 mins

Asset Types: MS, VC

Objectives: Students will be able to

- analyse the causes and effects of the Revolutions in February and October

MS_Revolts in February and October

TLM: Maps of Europe and Russia before Russian Revolution and Map of Russia after the formation of USSR. (The teacher may get a plain world map and customize the maps suitably)

Notes to the teacher:

The teacher may begin the asset by showing the maps before and after the Russian Revolution. This will give the students an idea of the changes in territory that happened after the revolution.

Teachers may use '**Cause and Effect**' GO to discuss the two revolutions.

Create a tabular column as Causes and Effects of both the revolutions and include keypoints.

This may be done on the Blackboard for the students to note down.

Interdisciplinary Study:

Subject: Geography

Topic: Topography of Russia

The teacher may connect the topic with Geography to talk about Russia's topography of harsh climate and agricultural limitations.

February Revolution

Cause	Effect
Food shortages and harsh winter conditions	Tsar Nicholas II abdicated on March 2, 1917
Discontent among workers and peasants	Establishment of the Provisional Government to take over power
Opposition to the Tsar's desire to dissolve the Duma	Involvement in World War I
Widespread strikes and protests	Formation of the Petrograd Soviet to represent the interests of workers, soldiers, and peasants
	Initial wave of liberty and freedom, as censorship and political repression temporarily lifted
	The promise of civil liberties and elections based on universal suffrage to form a Constituent Assembly

October Revolution

Cause	Effect
Failure of the Provisional Government to address key grievances (e.g., land redistribution)	Uprising against the Provisional Government on October 24, 1917
Bolshevik calls for an end to the war, land redistribution, and bank nationalisation	Implementation of socialist policies, including land redistribution and workers' control of industry
Growing Bolshevik influence among workers, soldiers, and in the soviets	Rivalry and competition between political factions and parties
	Establishment of the Russian Soviet Federative Socialist Republic (RSFSR) as a socialist state
	Growing support for the Bolsheviks
	Execution of Tsar Nicholas II and his family
	Shift from a provisional government to a communist government
	Introduction of the New Economic Policy (NEP) to rebuild the economy

VC_Sense Sensitivity and Social Justice

Please use VC_TRD_Sense Sensitivity and Social Justice.pdf to make the students participate in a discussion on their ideas in treating all humans as equals.

Topics:

What Changed after October?

4.1 The Civil War

4.2 Making a Socialist Society

4.3 Stalinism and Collectivisation

Time : 5+25+5 mins

Asset Types: IA, MS, DD

Objectives: Students will be able to

- appraise Bolshevik opposition to Kulaks
- explain the impact of Bolsheviks during the Civil war in Russia which slowly led to the emergence of Stalin's Collectivisation
- compare contemporary socialist principles and their application to present-day India

IA_Kulaks and Bolsheviks

Please use **PPT: IA_TA_Kulaks and Bolsheviks.pptx**.

Kindly refer to the notes sections of the slides for the details.

MS_Socialism to Collectivisation

Notes to the Teacher: The teacher may explain the topic and subtopics of 'What changed after October?' and brief the events that led from Socialism to Collectivisation.

Summary:

The topic discusses the early years of the Soviet Union and the policies of the Bolsheviks, particularly under Lenin and later Stalin.

Bolshevik Policies (1917-1922)

- Nationalization of industries and banks
- Land redistribution and socialization
- Enforcement of housing partitioning
- Ban on aristocratic titles
- Introduction of new uniforms
- Formation of the Russian Communist Party (Bolshevik)

Civil War (1918-1920)

- Opposition to Bolshevik government
- **Whites** and **Greens** control regions
- Foreign support for anti-Bolshevik forces
- Period marked by looting, banditry, and famine

Bolshevik Victory and the Soviet Union (1920)

- Bolsheviks gain control by early 1920
- Cooperation with non-Russian nationalities
- Establishment of the Soviet Union (USSR)

Economic Policies

- Centralized planning and Five Year Plans
- Fixed prices for industrial growth
- Increase in industrial production
- Poor working conditions in factory cities

Social Reforms

- Extended schooling
- Access to universities for workers and peasants
- Crèches in factories
- Public healthcare
- Model living quarters for workers

Stalin's Collectivization (1928-1933)

- Forced collectivization of agriculture
- Transfer of land and implements to collective ownership
- Peasant resistance, livestock destruction
- Devastating famine

Repression and Purges

- Critics within the Party face repression
- Accusations of conspiracy against socialism
- Imprisonment, exile, execution
- Climate of fear and silence

The above summary is given as an infographic, which the teacher may draw on the Black Board.

The teacher may give the following keywords for the students to note in their books. The students will write a sentence or two on the keywords as answers. This can be given as a home assignment.

Bolsheviks	Collectivisation	Khiva	Censorship
Nationalized	Kulaks	Five Year Plans	Autocracy
Private property	Collective farms (kolkhoz)	Extended schooling	Greens (Socialist Revolutionaries)
All Russian Congress of Soviets	Famine (1930-1933)	Model living quarters	Whites (pro-Tsarists)
Secret police (Cheka)	Labour camps	Stalinism	Russian colonists

DD_Is Communism Relevant in India Today?

Notes to the teacher: The teacher can introduce the asset by asking the students if they can name a few communist ruled states in India.

The majority of the Indian population live in poverty, while a minority enjoy a luxurious life.

This is a favourable situation for communism to thrive, but it is not so in India. Why?

Let us take a look at some of the advantages and disadvantages of communism.

Sl.No.	Advantages of Communism In India	Disadvantages of Communism In India
1	Stable Economy: an internally stable economic system is established since the government dictates economic structure.	Slow Economic Growth: Sometimes the economy may not grow as fast, causing problems.
2	Social justice: Attempts to create an unbiased society by addressing issues like caste differences and poverty.	Less Personal Freedom: Some people may feel they have fewer choices and freedom.
	Protecting Workers: Fights for fair wages	Lack of Competition: When everything is

3	and better working conditions for labourers.	owned by the state, there might not be enough competition to make things better.
4	Supporting the Youth: Supports young people and students in their fight for affordable education and jobs.	Poor Motivation: When everything is shared, some people might not want to work hard.
5	Learning from History: Has been part of India's history, like experiencing the independence struggle.	Excessive Control: Sometimes, the government can be too controlling and not let people speak their minds.
6	Efficient distribution of resources: Offers a sense of cooperation and allows efficiency in resource distribution especially in times of need and in emergency situations.	Biased media: The media and information might focus on a single point of view, and that's not always good.

The Indian scenario

- In India communism has made a strong mark only in a few states like Kerala, West Bengal and Tripura
- But in West Bengal communism came to an end in 2011, after a long 34-year rule
- In Tripura also the communist party lost in the 2018 election
- Currently the communist party is a ruling power only in Kerala
- Communism is yet to gain the support of the masses in the other states. It could be because the disadvantageous factors haven't been rectified and they outweigh the advantages of communism
- Fall of communism in the Soviet Union and European countries like Germany, Poland and Hungary has also led to a setback in the growth of communism in India

PERIOD 6

Topics:

Time : 15+20 mins

Asset Types: MS, QA

Objectives: Students will be able to

- analyse the global influence of the Russian Revolution during the early 20th century
- to assess their learning on the Impact of the Russian Revolution during the early 20th century

MS_Global Influence of Russia

Note to the teacher - Give the set of questions at the start. The students have to read the content from the textbook and find the answers and note down in their books. The teacher may give a summary at the end of the class after discussing the answers for the questions.

Questions:

1. How did the Russian Revolution of 1917 influence other countries?
2. How did the international reputation of the USSR as a socialist country evolve over the 20th century?
3. What role did communist parties like the Communist Party of Great Britain play in the aftermath of the Russian Revolution?
4. What were the main criticisms of the Soviet government in the 1950s with respect to the ideals of the Russian Revolution?
5. How did the Russian Revolution influence the formation of the Communist Party in India in the mid-1920s?

6. What were the impressions and observations of Indian personalities like Jawaharlal Nehru and Rabindranath Tagore during their visits to Soviet Russia in the early 20th century?

Summary:

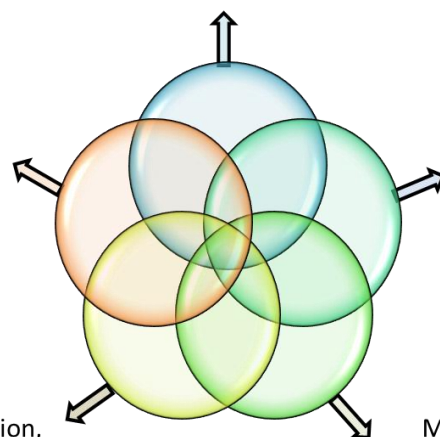
The Russian Revolution of 1917 encouraged socialist movements globally, leading to the formation of communist parties in many countries.

This revolution's impact reached beyond Russia, restructuring political scenarios around the world.

The USSR initially symbolized socialist ideals. However, by the 1950s, it was criticized for repressive policies and a lack of freedom.

Despite its decline in global reputation, socialist ideals persisted.

Many Indian personalities like Nehru and Tagore visited the Soviet Union and wrote about their impressions.



Interdisciplinary Study

Subject: Political science

Topic: Introduction of the Word Socialism in the Preamble of the constitution of India.

The 42nd Amendment Act, passed in 1976, adds the word 'Socialist' to the Preamble. It states that the State owes citizens a duty to ensure their well-being, end discrimination, nationalize the means of production, distribute wealth equally, and uphold justice for everyone.

QA_Russian Revolution and Later

Please use: QA_TA_Russian Revolution and Later.pptx

Kindly refer to the notes sections of the slides for the details.

PERIOD 7

Topics:

- The Age of Social Change
- The Russian Revolution
- The February Revolution in Petrograd
- What Changed after October?
- The Global Influence of the Russian Revolution and the USSR

Time : 35 mins

Asset Types: SA

Objectives:

Students will be able to create a timeline of important events during the early 20th century in Russia.

SA_Timeline_Socialism in Europe and Russian Revolution

Please find below a few suggestions as activities for this Chapter.

Community Activity

- Celebration of Labour Day (India) on May 1. Placards can be prepared with slogans on Labour Laws and Students may go on a rally around the school. This would be a campus activity

Campus Activity

- Invite a member of the Communist Party to address the students and talk about the manifesto and more information about Communism

Corridor Activity

Given below is the Suggested activity that the students can do as a corridor activity.

Exploring Early 20th Century Europe and Russia - Poster Presentation

Aim:

The aim of this activity is to highlight important events during the early 20th century in Europe and Russia through a poster presentation. Students will work in groups to create timelines based on assigned topics, and these posters will be displayed on the notice board for all students to learn from and revise.

Resources Required:

- Chart papers (5, one for each group)
- Colour pens
- Scale
- Pencils

Procedure:

Initial Preparation (Notes to Teacher):

- Divide the entire class into 5 groups: A, B, C, D, E
- Assign each group one of the following topics:
 - The Age of Social Change
 - The Russian Revolution
 - The February Revolution in Petrograd
 - What Changed after October?
 - The Global Influence of the Russian Revolution and the USSR
- Name the groups according to the topic allotted. The number of students in each group can be based on the content size on the topic

Activity Setting:

Corridor Type of Activity: Poster Presentation

- Introduction by the Teacher (5 minutes):
 - The teacher introduces the activity and explains its purpose
 - Briefly outlines each assigned topic to the class
- Poster Making Activity (20 minutes):
 - Groups work on creating a timeline poster based on their assigned topic
 - They can refer to the textbook for information and use the provided resources
- Displaying on the Notice Board (5 minutes):
 - After completing the posters, each group displays their work on the notice board for all students to see and learn from
- Cleaning the Classroom (5 minutes):
 - Ensure that the classroom and the corridor are clean and organized after the activity

Observation:

- The students take note of the consolidation of the timeline through the posters on the notice board

Troubleshooting:

- Student discipline can be maintained by assigning monitors to each group.
- To further enhance learning, students can be encouraged to ask questions and discuss the posters on the notice board

Home Activity:

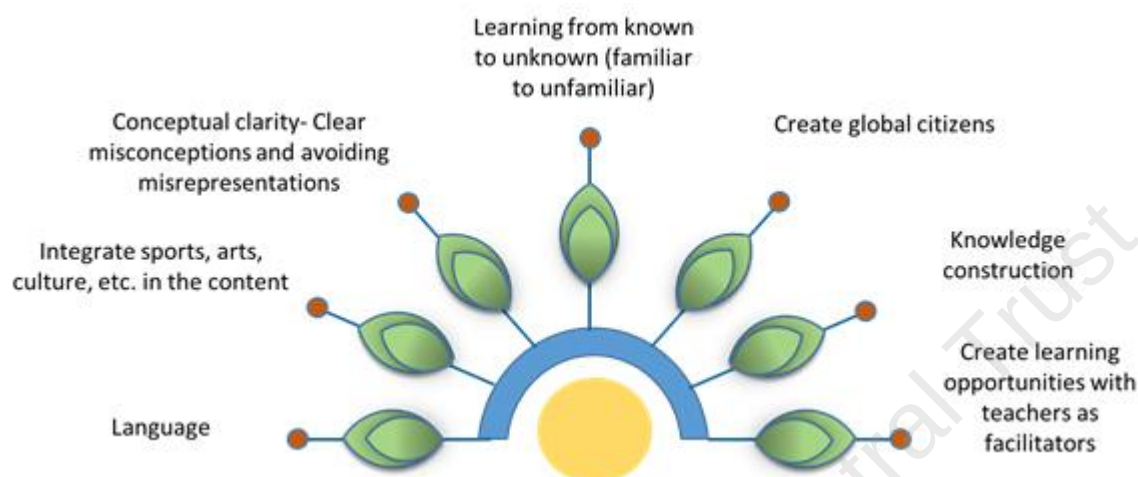
- As a follow-up, students can be assigned individual homework to create timelines for topics other than the ones assigned during the classroom activity. This will reinforce their understanding of the historical events discussed in the early 20th century in Europe and Russia

LESSON PLAN DESIGN

You would have noticed that the lesson plan designed has ample opportunities for

- ★ activity based learning
- ★ interdisciplinary approach
- ★ development of critical thinking skills
- ★ relevance and connection of the topic to the real world

Salient recommendations of NEP



We hope that this Lesson plan design which is aligned to the NEP2020 guidelines will be helpful for you. Thank you.

Time to teach	Asset type	Theme	Sub Theme
245 minutes	Main Script	World Revolutions	Revolution And Everyday Life Revolution And The USSR. The Age Of Social Change The February Revolution In Petrograd The first world war and the Russian empire The Global Influence Of The Russian revolution The Outbreak Of The Revolution The Russian revolution What Changed After October?



Sri Sathya Sai
VIDYA VAHINI
श्री सत्यसाई विद्या वाहिनी

Sri Sathya Sai Central Trust

Annexure to Master Lesson Plan

What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the n th why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.
How to teach using the DD	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a

asset?	recent or local example.
What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing tidbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA) Asset?	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.