

**SOCIAL SCIENCE**  
**CLASS IX-X (2021-22)**  
**(CODE NO. 087)**

**Rationale**

Social Science is a compulsory subject up to secondary stage of school education. It is an integral component of general education because it helps the learners to understand the environment in its totality and developing a broader perspective and an empirical, reasonable and humane outlook. This is of crucial importance because it helps them grow into well-informed and responsible citizens with necessary attributes and skills for being able to participate and contribute effectively in the process of development and nation-building.

The Social Science curriculum draws its content mainly from History, Geography, Political Science and Economics. Some elements of Sociology and Commerce are also included. Together they provide a comprehensive view of society over space and time, and in relation to each other. Each subject's distinct methods of enquiry help the learners to understand society from different angles and form a holistic view.

**Objectives**

The main objectives of this syllabus are to:

- develop an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved
- make learners realise that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space
- develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change with appropriate connections to world development
- deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation of the contributions made by people of all sections and regions of the country
- help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society

- deepen the knowledge and understanding of India's environment in its totality, their interactive processes and effects on the future quality of people's lives
- facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity
- develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation
- promote an understanding of the issues and challenges of contemporary India-environmental, economic and social, as part of the development process
- help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community
- develop scientific temperament by promoting the spirit of enquiry and following a rational and objective approach in analysing and evaluating data and information as well as views and interpretations
- develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms - cooperating with others, taking initiatives and providing leadership in solving others' problems
- develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

## COURSE STRUCTURE CLASS IX (2021-22)

### Theory Paper

Time: 3 Hrs.		Max. Marks: 80	
No.	Units	No. of Periods	Marks
I	India and the Contemporary World – I	60	20
II	Contemporary India – I	55	20
III	Democratic Politics - I	50	20
IV	Economics	50	20
<b>Total</b>		<b>215</b>	<b>80</b>

### COURSE CONTENT

Unit 1: India and the Contemporary World – I		60 Periods
Themes		Learning Objectives
<b>Section 1: Events and Processes: (All the three themes are compulsory)</b>		In each of the themes in this unit students would get familiarized with distinct ideologies, extracts of

<p><b>I. The French Revolution</b></p> <ul style="list-style-type: none"><li>• French Society During the Late Eighteenth Century</li><li>• The Outbreak of the Revolution</li><li>• France Abolishes Monarchy and Becomes a Republic</li><li>• Did Women have a Revolution?</li><li>• The Abolition of Slavery</li><li>• The Revolution and Everyday Life</li></ul> <p><b>II. Socialism in Europe and the Russian Revolution</b></p> <ul style="list-style-type: none"><li>• The Age of Social Change</li><li>• The Russian Revolution</li><li>• The February Revolution in Petrograd</li><li>• What Changed after October?</li><li>• The Global Influence of the Russian Revolution and the USSR</li></ul> <p><b>III. Nazism and the Rise of Hitler</b></p> <ul style="list-style-type: none"><li>• Birth of the Weimar Republic</li><li>• Hitler's Rise to Power</li><li>• The Nazi Worldview</li><li>• Youth in Nazi Germany</li><li>• Ordinary People and the Crimes Against Humanity</li></ul> <p><b>Section 2: Livelihoods, Economies and Societies</b> <i>Any one theme of the following</i></p> <p><b>IV. Forest Society and Colonialism</b></p> <ul style="list-style-type: none"><li>• Why Deforestation?</li><li>• The Rise of Commercial Forestry</li></ul>	<p>speeches, political declarations, as well as the politics of caricatures, posters and engravings. Students would learn how to interpret these kinds of historical evidences.</p> <ul style="list-style-type: none"><li>• Familiarize with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it.</li><li>• Know the use of written, oral and visual material to recover the history of revolutions.</li> <li>• Explore the history of socialism through the study of Russian Revolution.</li><li>• Familiarize with the different types of ideas that inspired the revolution.</li> <li>• Discuss the critical significance of Nazism in shaping the politics of modern world.</li><li>• Get familiarized with the speeches and writings of Nazi Leaders.</li>  <li>• Discuss the social and cultural world of forest communities</li></ul>
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<ul style="list-style-type: none"> <li>• Rebellion in the Forest</li> <li>• Forest Transformations in Java</li> </ul> <p><b>V. Pastoralists in the Modern World</b></p> <ul style="list-style-type: none"> <li>• Pastoral Nomads and their Movements</li> <li>• Colonial Rule and Pastoral Life</li> <li>• Pastoralism in Africa</li> </ul>	<p>through the study of specific revolts.</p> <ul style="list-style-type: none"> <li>• Understand how oral traditions can be used to explore tribal revolts.</li> <li>• Highlight varying patterns of developments within pastoral societies in different places.</li> <li>• Analyse the impact of colonialism on forest societies, and the implication of scientific forestry.</li> <li>• Show the different processes through which agrarian transformation may occur in the modern world.</li> <li>• Analyse the impact of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets on pastoralism in the modern world.</li> </ul>
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<b>Unit 2: Contemporary India – I</b>		<b>55 Periods</b>
<b>Themes</b>	<b>Learning Objectives</b>	
<p><b>1. India</b></p> <ul style="list-style-type: none"> <li>• Size and Location</li> <li>• India and the World</li> <li>• India's Neighbours</li> </ul> <p><b>2. Physical Features of India</b></p> <ul style="list-style-type: none"> <li>• Major Physiographic Divisions</li> </ul> <p><b>3. Drainage</b></p> <ul style="list-style-type: none"> <li>• Major rivers and tributaries</li> <li>• Lakes</li> <li>• Role of rivers in the economy</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the location of India in the Indian subcontinent.</li> <li>• Understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types.</li> <li>• Identify the river systems of the country and explain the role of rivers in the human society.</li> </ul>	

<ul style="list-style-type: none"> <li>• Pollution of rivers</li> </ul> <p><b>4. Climate</b></p> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Climatic Controls</li> <li>• Factors influencing India’s climate</li> <li>• The Indian Monsoon</li> <li>• Distribution of Rainfall</li> <li>• Monsoon as a unifying bond</li> </ul> <p><b>5. Natural Vegetation and Wild Life</b></p> <ul style="list-style-type: none"> <li>• Factors affecting Vegetation</li> <li>• Vegetation types</li> <li>• Wild Life</li> <li>• Conservation</li> </ul> <p><b>6. Population</b></p> <ul style="list-style-type: none"> <li>• Size</li> <li>• Distribution</li> <li>• Population Growth and Process of Population Change</li> </ul>	<ul style="list-style-type: none"> <li>• Identify various factors influencing the climate and explain the climatic variation of our country and its impact on the life of people.</li> <li>• Explain the importance and unifying role of monsoons.</li> <li>• Explain the nature of diverse flora and fauna as well as their distribution.</li> <li>• Develop concern about the need to protect the biodiversity of our country.</li> <li>• Analyse the uneven nature of population distribution and show concern about the large size of our population.</li> <li>• Identify the different occupations of people and explain various factors of population change.</li> <li>• Explain various dimensions of National Population Policy and understand the needs of adolescents as underserved group.</li> </ul>
<b>Unit 3: Democratic Politics – I</b>	
<b>50 Periods</b>	
<b>Themes</b>	<b>Learning Objectives</b>
<p><b>1. What is Democracy? Why Democracy?</b></p> <ul style="list-style-type: none"> <li>• What is Democracy?</li> <li>• Features of Democracy</li> <li>• Why Democracy?</li> <li>• Broader Meaning of Democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Develop conceptual skills of defining democracy.</li> <li>• Understand how different historical processes and forces have promoted democracy.</li> </ul>

<p><b>2. Constitutional Design</b></p> <ul style="list-style-type: none"><li>• Democratic Constitution in South Africa</li><li>• Why do we need a Constitution?</li><li>• Making of the Indian Constitution</li><li>• Guiding Values of the Indian Constitution</li></ul> <p><b>3. Electoral Politics</b></p> <ul style="list-style-type: none"><li>• Why Elections?</li><li>• What is our System of Elections?</li><li>• What makes elections in India democratic?</li></ul> <p><b>4. Working of Institutions</b></p> <ul style="list-style-type: none"><li>• How is the major policy decision taken?</li><li>• Parliament</li><li>• Political Executive</li><li>• Judiciary</li></ul>	<ul style="list-style-type: none"><li>• Develop a sophisticated defense of democracy against common prejudices.</li><li>• Develop a historical sense of the choice and nature of democracy in India.</li> <li>• Understand the process of Constitution making.</li><li>• Develop respect for the Constitution and appreciation for Constitutional values.</li><li>• Recognize Constitution as a dynamic and living document.</li> <li>• Understand representative democracy via competitive party politics.</li><li>• Familiarize with Indian electoral system.</li><li>• Reason out for the adoption of present Indian Electoral System.</li><li>• Develop an appreciation of citizen's increased participation in electoral politics.</li><li>• Recognize the significance of the Election Commission.</li> <li>• Get an overview of central governmental structures.</li><li>• Identify the role of Parliament and its procedures.</li><li>• Distinguish between political and permanent executive authorities and functions.</li><li>• Understand the parliamentary system of executive's accountability to the legislature.</li></ul>
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<p><b>5. Democratic Rights</b></p> <ul style="list-style-type: none"> <li>• Life without rights</li> <li>• Rights in a Democracy</li> <li>• Rights in the Indian Constitution</li> <li>• Expanding the scope of rights</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the working of Indian Judiciary.</li> <li>• Recognize the need for rights in one's life.</li> <li>• Understand the availability /access of rights in a democratic system/government.</li> <li>• Identify and be able to comprehend the Fundamental Rights given by the Indian Constitution to its citizens.</li> <li>• Create awareness regarding the process of safeguarding rights.</li> </ul>
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<b>Unit 4: Economics</b>	<b>50 Periods</b>
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<b>Themes</b>	<b>Objectives</b>
<p><b>1. The Story of Village Palampur</b></p> <ul style="list-style-type: none"> <li>• Overview</li> <li>• Organization of production</li> <li>• Farming in Palampur</li> <li>• Non-farm activities of Palampur</li> </ul> <p><b>2. People as Resource</b></p> <ul style="list-style-type: none"> <li>• Overview</li> <li>• Economic activities by men and women</li> <li>• Quality of Population</li> <li>• Unemployment</li> </ul> <p><b>3. Poverty as a Challenge</b></p> <ul style="list-style-type: none"> <li>• Two typical cases of poverty</li> <li>• Poverty as seen by Social Scientists</li> <li>• Poverty Estimates</li> <li>• Vulnerable Groups</li> <li>• Interstate disparities</li> <li>• Global Poverty Scenario</li> <li>• Causes of Poverty</li> <li>• Anti-poverty measures</li> <li>• The Challenges Ahead</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize with basic economic concepts through an imaginary story of a village.</li> <li>• Understand the demographic concepts.</li> <li>• Understand how population can be an asset or a liability for a nation.</li> <li>• Understand poverty as a challenge.</li> <li>• Identify vulnerable group and interstate disparities</li> <li>• Appreciate the initiatives of the government to alleviate poverty.</li> </ul>

<p><b>4. Food Security in India</b></p> <ul style="list-style-type: none"> <li>• Overview</li> <li>• What is Food Security?</li> <li>• Why Food Security?</li> <li>• Who are food insecure?</li> <li>• Food Security in India</li> <li>• What is Buffer Stock?</li> <li>• What is the Public Distribution System?</li> <li>• Current Status of Public Distribution System</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of food security.</li> <li>• Appreciate and analyse the role of government in ensuring food supply.</li> </ul>
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**PROJECT WORK  
CLASS IX (2021-22)**

<b>05 Periods</b>	<b>05 Marks</b>
<p>1. Every student has to compulsorily undertake <b><i>one project on Disaster Management.</i></b></p> <p>2. <b>Objectives:</b> The main objectives of giving project work on Disaster Management to the students are to:</p> <ul style="list-style-type: none"> <li>a. create awareness in them about different disasters, their consequences and management</li> <li>b. prepare them in advance to face such situations</li> <li>c. ensure their participation in disaster mitigation plans</li> <li>d. enable them to create awareness and preparedness among the community.</li> </ul> <p>3. The project work should also help in enhancing the Life Skills of the students.</p> <p>4. If possible, <b><i>different forms of art</i></b> may be integrated in the project work.</p> <p>5. In order to realize the expected objectives completely, it would be required of the Principals / teachers to muster support from various local authorities and organizations like the Disaster Management Authorities, Relief, Rehabilitation and the Disaster Management Departments of the States, Office of the District Magistrate/ Deputy Commissioners, Fire Service, Police, Civil Defense etc. in the area where the schools are located.</p> <p>6. The <b><i>distribution of marks</i></b> over different aspects relating to Project Work is as follows:</p>	



<b>S. No.</b>	<b>Aspects</b>	<b>Marks</b>
a	Content accuracy, originality and analysis	<b>2</b>
b	Presentation and creativity	<b>2</b>
c	Viva Voce	<b>1</b>

7. The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.

8. All documents pertaining to assessment under this activity should be meticulously maintained by the schools.

9. A Summary Report should be prepared highlighting:

- a. objectives realized through individual work and group interactions;
- b. calendar of activities;
- c. innovative ideas generated in the process ;
- d. list of questions asked in viva voce.

10. It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.

11. The Project Report should be handwritten by the students themselves.

12. The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

### **PRESCRIBED BOOKS:**

1. India and the Contemporary World - I (History) - Published by NCERT
2. Contemporary India - I (Geography) - Published by NCERT
3. Democratic Politics - I Published by NCERT
4. Economics - Published by NCERT
5. Together, Towards a Safer India - Part II, a textbook on Disaster Management for Class IX - Published by CBSE
6. Learning outcomes at Secondary stage Published by NCERT

**Note: Please procure latest reprinted edition of prescribed NCERT textbooks.**

**SOCIAL SCIENCE (CODE NO. 087)**  
**QUESTION PAPER DESIGN**  
**CLASS IX (2021-22)**

<b>Time: 3 Hours</b>		<b>Maximum Marks: 80</b>	
<b>Sr. No.</b>	<b>Competencies</b>	<b>Total Marks</b>	<b>% Weightage</b>
1	<b>Remembering and Understanding:</b> Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas	28	35%
2	<b>Applying:</b> Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	14	17.5%
3	<b>Formulating, Analysing, Evaluating and Creating:</b> Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	32	40%
4	<b>Map Skill</b>	6*	7.5%
		<b>80</b>	<b>100%</b>

**Note: Teachers may refer 'Learning Outcomes' published by NCERT for developing Lesson Plans, Assessment Framework and Questions.**

\* 02 Items from History Map List and 04 from Geography Map List

**Internal Assessment: 20 Marks**

### INTERNAL ASSESSMENT

	Marks	Description				
Periodic Assessment	10 Marks	<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;">Pen Paper Test</td> <td style="text-align: center;"><b>5 marks</b></td> </tr> <tr> <td>Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.</td> <td style="text-align: center;"><b>5 marks</b></td> </tr> </table>	Pen Paper Test	<b>5 marks</b>	Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	<b>5 marks</b>
Pen Paper Test	<b>5 marks</b>					
Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	<b>5 marks</b>					
Portfolio	5 Marks	<ul style="list-style-type: none"> <li>• Classwork and Assignments</li> <li>• Any exemplary work done by the student</li> <li>• Reflections, Narrations, Journals, etc.</li> <li>• Achievements of the student in the subject throughout the year</li> <li>• Participation of the student in different activities like Heritage India Quiz</li> </ul>				
Subject Enrichment Activity	5 Marks	<ul style="list-style-type: none"> <li>• Project Work</li> </ul>				

### LIST OF MAP ITEMS CLASS IX (2021-22)

#### SUBJECT - HISTORY

##### Chapter-1: The French Revolution

Outline Political Map of France (For locating and labeling / Identification)

- Bordeaux
- Nantes
- Paris
- Marseilles

##### Chapter-2: Socialism in Europe and the Russian Revolution

Outline Political Map of World (For locating and labeling / Identification)

- Major countries of First World War  
(Central Powers and Allied Powers)  
**Central Powers** - Germany, Austria-Hungary, Turkey (Ottoman Empire)  
**Allied Powers** - France, England, Russia, U.S.A.

### Chapter-3: Nazism and Rise of Hitler

Outline Political Map of World (For locating and labeling / Identification)

- Major countries of Second World War  
**Axis Powers** – Germany, Italy, Japan  
**Allied Powers** – UK, France, Former USSR, USA
- Territories under German expansion (Nazi Power)  
Austria, Poland, Czechoslovakia (only Slovakia shown in the map), Denmark, Lithuania, France, Belgium

## SUBJECT – GEOGRAPHY (Outline Political Map of India)

### Chapter -1: India-Size and Location

- India-States with Capitals, Tropic of Cancer, Standard Meridian (Location and Labelling)

### Chapter -2: Physical Features of India

- Mountain Ranges: The Karakoram, The Zasker, The Shivalik, The Aravali, The Vindhya, The Satpura, Western & Eastern Ghats
- Mountain Peaks – K2, Kanchan Junga, Anai Mudi
- Plateau - Deccan Plateau, Chotta Nagpur Plateau, Malwa Plateau
- Coastal Plains - Konkan, Malabar, Coromandal & Northern Circar (Location and Labelling)

### Chapter -3: Drainage

- Rivers: (Identification only)
  - *The Himalayan River Systems*-The Indus, The Ganges, and The Satluj
  - *The Peninsular rivers*-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi
- Lakes: Wular, Pulicat, Sambhar, Chilika

### Chapter - 4: Climate

- Areas receiving rainfall less than 20 cm and over 400 cm (Identification only)

## **Chapter - 5: Natural Vegetation and Wild Life**

- Vegetation Type: Tropical Evergreen Forest, Tropical Deciduous Forest, Thorn Forest, Montane Forests and Mangrove- For identification only
- National Parks: Corbett, Kaziranga, Ranthambor, Shivpuri, Kanha, Simlipal & Manas
- Bird Sanctuaries: Bharatpur and Ranganthitto
- Wild Life Sanctuaries: Sariska, Mudumalai, Rajaji, Dachigam (Location and Labelling)

## **Chapter - 6: Population** (Location and Labelling)

- The state having highest and lowest density of population
- The state having highest and lowest sex ratio
- Largest and smallest state according to area

**COURSE STRUCTURE  
CLASS X (2021-22)**

**Theory Paper**

Time: 3 Hrs.		Max. Marks: 80	
No.	Units	No. of Periods	Marks
I	India and the Contemporary World – II	60	20
II	Contemporary India – II	55	20
III	Democratic Politics - II	50	20
IV	Understanding Economic Development	50	20
<b>Total</b>		<b>215</b>	<b>80</b>

**COURSE CONTENT**

Unit 1: India and the Contemporary World – II		60 Periods
Themes	Learning Objectives	
<b>Section 1: Events and Processes</b>		
<b>1. The Rise of Nationalism in Europe</b>		
<ul style="list-style-type: none"> <li>• The French Revolution and the Idea of the Nation</li> <li>• The Making of Nationalism in Europe</li> <li>• The Age of Revolutions: 1830-1848</li> <li>• The Making of Germany and Italy</li> <li>• Visualizing the Nation</li> <li>• Nationalism and Imperialism</li> </ul>	<ul style="list-style-type: none"> <li>• Enable the learners to identify and comprehend the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period.</li> <li>• Establish the relationship and bring out the difference between European nationalism and anti-colonial nationalisms.</li> <li>• Understand the way the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere.</li> </ul>	
<b>2. Nationalism in India</b>		
<ul style="list-style-type: none"> <li>• The First World War, Khilafat and Non-Cooperation</li> <li>• Differing Strands within the Movement</li> <li>• Towards Civil Disobedience</li> <li>• The Sense of Collective Belonging</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the characteristics of Indian nationalism through a case study of Non-Cooperation and Civil Disobedience Movement.</li> <li>• Analyze the nature of the diverse social movements of the time.</li> <li>• Familiarize with the writings and ideals of different political groups and individuals.</li> </ul>	

<p><b>Section 2: Livelihoods, Economies and Societies:</b> Any <b>one</b> theme of the following:</p> <p><b>3. The Making of a Global World</b></p> <ul style="list-style-type: none"> <li>• The Pre-modern world</li> <li>• The Nineteenth Century (1815-1914)</li> <li>• The Inter war Economy</li> <li>• Rebuilding a World Economy: The Post-War Era</li> </ul> <p><b>4. The Age of Industrialization</b></p> <ul style="list-style-type: none"> <li>• Before the Industrial Revolution</li> <li>• Hand Labour and Steam Power</li> <li>• Industrialization in the colonies</li> <li>• Factories Come Up</li> <li>• The Peculiarities of Industrial Growth</li> <li>• Market for Goods</li> </ul> <p><b>Section 3: Everyday Life, Culture and Politics</b></p> <p><b>5. Print Culture and the Modern World</b></p> <ul style="list-style-type: none"> <li>• The First Printed Books</li> <li>• Print Comes to Europe</li> <li>• The Print Revolution and its Impact</li> <li>• The Reading Mania</li> <li>• The Nineteenth Century</li> <li>• India and the World of Print</li> <li>• Religious Reform and Public Debates</li> <li>• New Forms of Publication</li> <li>• Print and Censorship</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the ideas promoting Pan Indian belongingness.</li> <li>• Show that globalization has a long history and point to the shifts within the process.</li> <li>• Analyze the implication of globalization for local economies.</li> <li>• Discuss how globalization is experienced differently by different social groups.</li> <li>• Familiarize with the Pro- to-Industrial phase and Early – factory system.</li> <li>• Familiarize with the process of industrialization and its impact on labour class.</li> <li>• Enable them to understand industrialization in the colonies with reference to Textile industries.</li> <li>• Identify the link between print culture and the circulation of ideas.</li> <li>• Familiarize with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past.</li> <li>• Understand that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.</li> </ul>
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**Note: The theoretical aspect of chapter 'Water Resources' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination. However, the map items of this chapter as given in the Map List will be evaluated in Board Examination.**

#### **4. Agriculture**

- Types of farming
- Cropping Pattern
- Major Crops
- Technological and Institutional Reforms
- Impact of Globalization on Agriculture

#### **5. Minerals and Energy Resources**

- What is a mineral?
- Mode of occurrence of Minerals
- Ferrous and Non-Ferrous Minerals
- Non-Metallic Minerals
- Rock Minerals
- Conservation of Minerals
- Energy Resources
  - Conventional and Non-Conventional
  - Conservation of Energy Resources

#### **6. Manufacturing Industries**

- Importance of manufacturing
- Contribution of Industry to National Economy
- Industrial Location
- Classification of Industries

- Explain the importance of agriculture in national economy.
- Identify various types of farming and discuss the various farming methods; describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern.
- Explain various government policies for institutional as well as technological reforms since independence.
- Identify different types of minerals and energy resources and places of their availability
- Feel the need for their judicious utilization
- Bring out the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas.

<ul style="list-style-type: none"> <li>• Spatial distribution</li> <li>• Industrial pollution and environmental degradation</li> <li>• Control of Environmental Degradation</li> </ul> <p><b>7. Life Lines of National Economy</b></p> <ul style="list-style-type: none"> <li>• Transport – Roadways, Railways, Pipelines, Waterways, Airways</li> <li>• Communication</li> <li>• International Trade</li> <li>• Tourism as a Trade</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the need for a planned industrial development and debate over the role of government towards sustainable development.</li> <li>• Explain the importance of transport and communication in the ever-shrinking world.</li> <li>• Understand the role of trade and tourism in the economic development of a country.</li> </ul>
<p><b>Unit 3: Democratic Politics – II</b></p>	<p><b>50 Periods</b></p>
<p><b>Themes</b></p>	<p><b>Learning Objectives</b></p>
<p>1. <b>Power Sharing</b></p> <ul style="list-style-type: none"> <li>• Case Studies of Belgium and Sri Lanka</li> <li>• Why power sharing is desirable?</li> <li>• Forms of Power Sharing</li> </ul> <p>2. <b>Federalism</b></p> <ul style="list-style-type: none"> <li>• What is Federalism?</li> <li>• What make India a Federal Country?</li> <li>• How is Federalism practiced?</li> <li>• Decentralization in India</li> </ul> <p>3. <b>Democracy and Diversity</b></p> <ul style="list-style-type: none"> <li>• Case Studies of Mexico</li> <li>• Differences, similarities and divisions</li> <li>• Politics of social divisions</li> </ul> <p><b>Note: The chapter ‘Democracy and Diversity’ to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.</b></p> <p>4. <b>Gender, Religion and Caste</b></p> <ul style="list-style-type: none"> <li>• Gender and Politics</li> <li>• Religion, Communalism and Politics</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize with the centrality of power sharing in a democracy.</li> <li>• Understand the working of spatial and social power sharing mechanisms.</li> <li>• Analyse federal provisions and institutions.</li> <li>• Explain decentralization in rural and urban areas.</li> <li>• Analyse the relationship between social cleavages and political competition with reference to Indian situation.</li> <li>• Identify and analyse the challenges posed by</li> </ul>

<ul style="list-style-type: none"> <li>• Caste and Politics</li> </ul> <p><b>5. Popular Struggles and Movements</b></p> <ul style="list-style-type: none"> <li>• Popular Struggles in Nepal and Bolivia</li> <li>• Mobilization and Organization</li> <li>• Pressure Groups and Movements</li> </ul> <p><b>Note: The chapter ‘Popular Struggles and Movements’ to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.</b></p> <p><b>6. Political Parties</b></p> <ul style="list-style-type: none"> <li>• Why do we need Political Parties?</li> <li>• How many Parties should we have?</li> <li>• National Political Parties</li> <li>• State Parties</li> <li>• Challenges to Political Parties</li> <li>• How can Parties be reformed?</li> </ul> <p><b>7. Outcomes of Democracy</b></p> <ul style="list-style-type: none"> <li>• How do we assess democracy’s outcomes?</li> <li>• Accountable, responsive and legitimate government</li> <li>• Economic growth and development</li> <li>• Reduction of inequality and poverty</li> <li>• Accommodation of social diversity</li> <li>• Dignity and freedom of the citizens</li> </ul> <p><b>8. Challenges to Democracy</b></p> <ul style="list-style-type: none"> <li>• Thinking about challenges</li> <li>• Thinking about Political Reforms</li> </ul>	<p>communalism to Indian democracy.</p> <ul style="list-style-type: none"> <li>• Recognise the enabling and disabling effects of caste and ethnicity in politics.</li> <li>• Develop a gender perspective on politics.</li> </ul> <ul style="list-style-type: none"> <li>• Understand the vital role of people’s struggle in the expansion of democracy.</li> </ul> <ul style="list-style-type: none"> <li>• Analyse party systems in democracies.</li> <li>• Introduction to major political parties, challenges faced by them and reforms in the country.</li> </ul> <ul style="list-style-type: none"> <li>• Evaluate the functioning of democracies in comparison to alternative forms of governments.</li> <li>• Understand the causes for continuation of democracy in India.</li> <li>• Distinguish between sources of strengths and weaknesses of Indian democracy.</li> </ul> <ul style="list-style-type: none"> <li>• Reflect on the different kinds of measures possible to deepen democracy.</li> </ul>
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<ul style="list-style-type: none"> <li>• Redefining democracy</li> </ul> <p><b>Note: The chapter 'Challenges to Democracy' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.</b></p>	<ul style="list-style-type: none"> <li>• Promote an active and participatory citizenship.</li> </ul>
<p><b>Unit 4: Understanding Economic Development <span style="float: right;">50 Periods</span></b></p>	
<p style="text-align: center;"><b>Themes</b></p>	<p style="text-align: center;"><b>Objectives</b></p>
<p><b>1. Development</b></p> <ul style="list-style-type: none"> <li>• What Development Promises - Different people different goals</li> <li>• Income and other goals</li> <li>• National Development</li> <li>• How to compare different countries or states?</li> <li>• Income and other criteria</li> <li>• Public Facilities</li> <li>• Sustainability of development</li> </ul> <p><b>2. Sectors of the Indian Economy</b></p> <ul style="list-style-type: none"> <li>• Sectors of Economic Activities</li> <li>• Comparing the three sectors</li> <li>• Primary, Secondary and Tertiary Sectors in India</li> <li>• Division of sectors as organized and unorganized</li> <li>• Sectors in terms of ownership: Public and Private Sectors</li> </ul> <p><b>3. Money and Credit</b></p> <ul style="list-style-type: none"> <li>• Money as a medium of exchange</li> <li>• Modern forms of money</li> <li>• Loan activities of Banks</li> <li>• Two different credit situations</li> <li>• Terms of credit</li> <li>• Formal sector credit in India</li> <li>• Self Help Groups for the Poor</li> </ul> <p><b>4. Globalization and the Indian Economy</b></p>	<ul style="list-style-type: none"> <li>• Familiarize with concepts of macroeconomics.</li> <li>• Understand the rationale for overall human development in our country, which includes the rise of income, improvements in health and education rather than income.</li> <li>• Understand the importance of quality of life and sustainable development.</li> <li>• Identify major employment generating sectors.</li> <li>• Reason out the government investment in different sectors of economy.</li> <li>• Understand money as an economic concept.</li> <li>• Understand the role of financial institutions from the point of view of day-to- day life.</li> </ul>



If required, students may go out for collecting data and use different primary and secondary resources to prepare the project. If possible, **different forms of art** may be integrated in the project work.

3. The distribution of marks over different aspects relating to Project Work is as follows:

<b>S. No.</b>	<b>Aspects</b>	<b>Marks</b>
a.	Content accuracy, originality and analysis	<b>2</b>
b.	Presentation and creativity	<b>2</b>
c.	Viva Voce	<b>1</b>

4. The projects carried out by the students in different topics should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.

5. All documents pertaining to assessment under this activity should be meticulously maintained by concerned schools.

6. A Summary Report should be prepared highlighting:

- objectives realized through individual work and group interactions;
- calendar of activities;
- innovative ideas generated in the process ;
- list of questions asked in viva voce.

7. It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.

8. The Project Report should be handwritten by the students themselves.

9. Records pertaining to projects (internal assessment) of the students will be maintained for a period of three months from the date of declaration of result for verification at the discretion of Board. Subjudiced cases, if any or those involving RTI / Grievances may however be retained beyond three months.

### **PRESCRIBED BOOKS:**

1. India and the Contemporary World-II (History) - Published by NCERT
2. Contemporary India II (Geography) - Published by NCERT
3. Democratic Politics II (Political Science) - Published by NCERT
4. Understanding Economic Development - Published by NCERT

5. Together Towards a Safer India - Part III, a textbook on Disaster Management - Published by CBSE
6. Learning Outcomes at the Secondary Stage – Published by NCERT

**Note: Please procure latest reprinted edition of prescribed NCERT textbooks.**

**SOCIAL SCIENCE (CODE NO. 087)  
QUESTION PAPER DESIGN  
CLASS X (2021-22)**

<b>Time: 3 Hours</b>		<b>Maximum Marks : 80</b>	
<b>Sr. No.</b>	<b>Competencies</b>	<b>Total Marks</b>	<b>% Weightage</b>
1	<b>Remembering and Understanding:</b> Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas	28	35%
2	<b>Applying:</b> Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	14	17.5%
3	<b>Formulating, Analysing, Evaluating and Creating:</b> Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	32	40%
4	<b>Map Skill</b>	6*	7.5%
		<b>80</b>	<b>100%</b>

**Note: Teachers may refer 'Learning Outcomes' published by NCERT for developing Lesson Plans, Assessment Framework and Questions.**

\*02 Items from History Map List and 04 from Geography Map List

**Internal Assessment: 20 Marks**

## INTERNAL ASSESSMENT

	Marks	Description				
Periodic Assessment	10 Marks	<table border="1"> <tr> <td>Pen Paper Test</td> <td>5 marks</td> </tr> <tr> <td>Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.</td> <td>5 marks</td> </tr> </table>	Pen Paper Test	5 marks	Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	5 marks
Pen Paper Test	5 marks					
Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	5 marks					
Portfolio	5 Marks	<ul style="list-style-type: none"> <li>• Classwork and Assignments</li> <li>• Any exemplary work done by the student</li> <li>• Reflections, Narrations, Journals, etc.</li> <li>• Achievements of the student in the subject throughout the year</li> <li>• Participation of the student in different activities like Heritage India Quiz</li> </ul>				
Subject Enrichment Activity	5 Marks	<ul style="list-style-type: none"> <li>• Project Work</li> </ul>				

### LIST OF MAP ITEMS CLASS X (2021-22)

#### A. HISTORY (Outline Political Map of India)

#### Chapter - 3 Nationalism in India – (1918 – 1930) for Locating and Labelling / Identification

##### 1. Indian National Congress Sessions:

- a. Calcutta (Sep. 1920)
- b. Nagpur (Dec. 1920)
- c. Madras (1927)

##### 2. Important Centres of Indian National Movement

- a. Champaran (Bihar) - Movement of Indigo Planters
- b. Kheda (Gujarat) - Peasant Satyagrah



- c. Ahmedabad (Gujarat) - Cotton Mill Workers Satyagraha
- d. Amritsar (Punjab) - Jallianwala Bagh Incident
- e. Chauri Chaura (U.P.) - Calling off the Non-Cooperation Movement
- f. Dandi (Gujarat) - Civil Disobedience Movement

## **B. GEOGRAPHY (Outline Political Map of India)**

### **Chapter 1: Resources and Development (Identification only)**

- a. Major soil Types

### **Chapter 3: Water Resources (Locating and Labelling)**

#### **Dams:**

- |                      |                    |
|----------------------|--------------------|
| a. Salal             | e. Sardar Sarovar  |
| b. Bhakra Nangal     | f. Hirakud         |
| c. Tehri             | g. Nagarjuna Sagar |
| d. Rana Pratap Sagar | h. Tungabhadra     |

***Note: The theoretical aspect of chapter 'Water Resources' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination. However, the map items of this chapter as listed above will be evaluated in Board Examination.***

### **Chapter 4: Agriculture (Identification only)**

- a. Major areas of Rice and Wheat
- b. Largest / Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute

### **Chapter 5: Minerals and Energy Resources**

#### **Minerals (Identification only)**

##### **a. Iron Ore mines**

- |              |             |
|--------------|-------------|
| • Mayurbhanj | • Bellary   |
| • Durg       | • Kudremukh |
| • Bailadila  |             |

##### **b. Coal Mines**

- |            |           |
|------------|-----------|
| • Raniganj | • Talcher |
| • Bokaro   | • Neyveli |

##### **c. Oil Fields**

- |               |               |
|---------------|---------------|
| • Digboi      | • Bassien     |
| • Naharkatia  | • Kalol       |
| • Mumbai High | • Ankaleshwar |

## Power Plants

### (Locating and Labelling only)

#### a. Thermal

- Namrup
- Singrauli
- Ramagundam

#### b. Nuclear

- Narora
- Kakrapara
- Tarapur
- Kalpakkam

## Chapter 6: Manufacturing Industries (Locating and Labelling Only)

### Cotton Textile Industries:

- a. Mumbai
- b. Indore
- c. Surat
- d. Kanpur
- e. Coimbatore

### Iron and Steel Plants:

- a. Durgapur
- b. Bokaro
- c. Jamshedpur
- d. Bhilai
- e. Vijaynagar
- f. Salem

### Software Technology Parks:

- a. Noida
- b. Gandhinagar
- c. Mumbai
- d. Pune
- e. Hyderabad
- f. Bengaluru
- g. Chennai
- h. Thiruvananthapuram

## Chapter 7: Lifelines of National Economy

### Major Ports: (Locating and Labelling)

- a. Kandla
- b. Mumbai
- c. Marmagao
- d. New Mangalore
- e. Kochi
- f. Tuticorin
- g. Chennai
- h. Vishakhapatnam
- i. Paradip
- j. Haldia

### International Airports:

- a. Amritsar (Raja Sansi)
- b. Delhi (Indira Gandhi International)
- c. Mumbai (Chhatrapati Shivaji)
- d. Chennai (Meenam Bakkam)
- e. Kolkata (Netaji Subhash Chandra Bose)
- f. Hyderabad (Rajiv Gandhi)

**Note: Items of Locating and Labelling may also be given for Identification.**

## Learning Outcomes by NCERT

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### Introduction

The domain of Social Science forms an important part of general education. At the secondary stage, social science includes diverse concerns of society and encompasses a wide range of contents drawn from the disciplines of history, geography, economics, and political science. The contents of the subject area include a broad understanding of human interactions with natural and social environment across time, space, and institutions. It is necessary to recognise that Social Science lead students to methods of scientific enquiry, which are distinct from the natural and physical sciences. Social Science curriculum promotes human values namely, freedom, trust and respect for diversity. Social Science education provides opportunities for children to critically reflect on social issues having a bearing on individual and social well-being. This subject also inculcates other values such as, empathy, equality, liberty, justice, fraternity, dignity, and harmony.

Every discipline in Social Science has its own method of investigation for arriving at conclusions through understanding, analysing, evaluating, and applying a logical and rational approach to understand the cause and effect relationship of events, processes, and phenomena.

For an enabling curriculum in Social Science, certain themes which facilitate interdisciplinary thinking are included. Social Science provides ample scope of enquiry by raising questions like what, where, when, how, etc., that help learners acquire an integrated perspective within as well as across subjects, thereby strengthening the interdisciplinary approaches. To take an example, themes like agriculture, development, disaster, etc., can be studied from the perspective of History, Geography, Economics, and Political Science.

Social Science sensitizes learners to appreciate the rich and diverse cultural heritage of the country. Learners take pride in valuing the contributions made by known and less known individuals and events in India's struggle for independence. Social Science helps learners to recognise the importance of sustainable development with an emphasis on preservation and conservation of our natural resources and to meet challenges related to social problems and natural calamities. Social Science helps in understanding the importance of resources, their equitable distribution and utilisation to achieve economic growth. Social Science inculcates democratic principles, citizenship values, rights, and duties from local, national, and global perspectives. Building conflict resolution skills and strengthening peace building processes are other focus areas. These help to promote

sensitivity and empathy towards gender, marginalised sections such as, SCs, STs, and persons with special needs.

## Curricular Expectations

At this stage learners are expected to:

- recognise the relevance of the domain of knowledge in establishing interlinkages with natural and social environment;
- classify and compare the cause and effect relationship in the context of occurrence of events, natural and social processes and their impact on different sections of the society;
- explain concepts like unity in diversity, democracy, development, diverse factors and forces that enrich our cultural heritage;
- discuss the need to evolve plurality of approaches in understanding natural and social phenomena;
- demonstrate a variety of approaches on integration and interrelation within and across disciplines;
- identify spatial variability of events, processes, and phenomena in the contemporary world;
- identify democratic ethos, equity, mutual respect, equality, justice, and harmony;
- demonstrate skills of observation, enquiry, reflection, empathy, communication, and critical thinking;
- create awareness and sensitivity towards environmental issues, sustainable development, gender disparities, marginalised section of the society and persons with special needs; and
- illustrate concepts related to different subjects with the help of technology.

The Social Science learning outcomes for Classes IX and X each are broadly grouped into 12 broader areas. Each area (given in bold letters) deals with a similar set of competencies and includes a few learning outcomes linking the contents on the basis of the nature of Social Science. Some learning outcomes appear commonly in both Classes IX and X. Teachers can work with these using different examples. These are developed keeping in view their importance and contents in different social sciences. The concepts, historical events, places, names, and dates are used to exemplify the learning outcomes. They can be changed by the states depending on their Social Science syllabus.

### Class IX

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learners may be provided with opportunities individually or in groups and encouraged to—</b></p> <ul style="list-style-type: none"> <li>• observe political map of India or on School Bhuvan portal NCERT, mark with reference to location, extent, shape, size, etc., of States and UTs.</li> </ul>	<p>The learner—</p> <ul style="list-style-type: none"> <li>• <b>recognises and retrieves facts, figures and narrate processes, for example,</b></li> </ul>

- discuss and verify the information about the States and UTs from other sources, like the website of other states, textbooks, atlas, models, etc.
- engage in projects to collect information about States and UTs in terms of languages, food, dress, cultural traditions, etc.
- select the works of eminent thinkers like Jean-Paul Marat, Jean Jacques Rousseau, etc., and study the influence of their works on the outbreak of the French Revolution.
- take part in discussion of the important political terms and concepts, such as, martial law, coup, veto, and referendum to recognise democracy as well as dictatorship.
- discuss the details of: (a) the time when universal adult franchise was first provided to the citizens and (b) how the end of colonialism took place.
- collect information and discuss the process of the making of the Indian Constitution.
- collect the details of different factors of production like land, capital, and human resources from their surroundings.
- visit a nearby ration shop, collect and compare the prices of items available with the local market and discuss the reasons for the differences.
- analyse the role of cooperatives in food security.
- explore various resources including the e-content on poverty, food security, human resource development, etc.
- discuss how poverty line is estimated especially from the view point of social scientists.
- gather information about physical, features in their surroundings and discuss about these features with peers; visuals related
  - locates places, states, union territories, and other physical features on the map of India.
  - recognises and describes different physical features, types of forests, seasons, etc.
  - describes important terms in Geography such as, standard meridian, drainage basin, water divide, monsoon, weather, climate, flora, fauna, population density, etc.
  - estimates annual growth rate.
  - defines simple economic terms such as, poverty, literacy, unemployment, head-count ratio, food security, exports and imports, etc.
  - lists various factors of production.
  - recalls names, places, years of some important socio-political and economic events that changed India and the world, such as, the American Revolution, French Revolution, Russian Revolution, and the Freedom Struggle of India.
  - locates places of historical importance on maps.
  - describes economies and livelihoods of a few social groups.
  - describes political terms and concepts associated with democracy and dictatorship, such as, free and fair election, freedom of expression, independent judiciary, accountability, rule of law, etc.
- **classifies and compares events, facts, data, and figures, for example,**
  - classifies physical features in the surroundings and compare them with physical features of other places;

to other physiographic divisions may be shown and their features may be explained to them.

- show different physiographic divisions and data to look out for the similarities and differences.
- use tactile maps and models to classify physical features of India.
- collate the views from different secondary sources of Desmoulins and Robespierre to know how each one of them understands the use of state force. What does Robespierre mean by 'the war of liberty against tyranny?' How does Desmoulins perceive liberty?
- gather information about Constitutional Monarchy of France from different sources.
- discuss different monarchies of contemporary times like United Kingdom, Saudi Arabia, and Bhutan.
- develop timeline on significant events related to the outbreak of the French and Russian Revolutions. In connection with France, some events that can be displayed in the timeline are— Constitutional Monarchy, Declaration of Rights of Man, on becoming a Republic and the Reign of Terror. The students can add more information in this timeline on the French Revolution.
- study features of different types of government and discuss.
- design a group project on social exclusion as well as poverty.
- interview vendors selling vegetables, newspaper; milkman, laundress (atleast 10 people). They may be guided to develop simple questions and draw inference from information collected in the survey.
- explore various rivers, find details of their origin, course of river, major cities,

- compares different data, such as, population and rainfall;
- compares the course of events leading to important revolutions in the world such as, French and Russian Revolutions;
- distinguishes different types of governments operating across the world;
- compares levels of poverty and unemployment across Indian states;
- compares different monarchies of contemporary times like United Kingdom, Saudi Arabia, and Bhutan.

- **explains cause and effect relationship between phenomena,**

industries on the banks of a river; discuss how river affects the lives of people in cities leading to pollution of rivers.

- work on group projects in which they can collect information from various sources, such as, books, magazines, newspapers, internet, elders, and plot the river and associated findings on a map and prepare a report.
- work with tactile maps particularly by the children with special needs (CWSN).
- identify social, economic, and political causes that led to the Russian Revolution in 1905; use a variety of teaching aids like a flow chart, powerpoint presentation, newspaper clippings, etc., belonging to that period (1905).
- locate the places of French and Russian Revolutions on an outline map of the world.
- participate in a discussion on the fall of Monarchy in February 1917, workers, strike, refusal of peasants to pay rent and activities of different political parties such as, Liberals, Social Democrats, and Social Revolutionaries.
- discussion may be initiated on the concepts of revolution and social change.
- elucidate the idea that some revolutions like the French and Russian were results of bloodshed.
- discuss peaceful revolutions, such as, industrial revolution; Green, White and Blue revolutions in India.
- collect current statements from media and from other sources and discuss the measure of success of democracy.
- collect and discuss information about democratic countries of the world and their history of establishment, conditions under which those governments got established.
- discuss democracy as a government of the people, by the people, and for the people

**events, and their occurrence, for example,**

- examines factors causing pollution and their impact on people's lives;
- explains factors affecting course of a river, climate, population distribution, flora and fauna of a region.
- explains the causes and effects of various revolutions.
- illustrates how different social groups coped with changes in the contemporary world and describe these changes.
- explains the difference between revolution and social change.
- outlines the formation of democratic governance in different countries of the world.
- explains the process of change in democracies.
- identifies democratic rights of Indian citizens and constitutional values such as, democracy, justice, liberty, equality, etc.
- explains causes and impacts of economic issues such as, poverty, landlessness, and food insecurity.
- analyses the impact of social exclusion and vulnerability.

by engaging with some examples. discussion may be held on the newspaper clipping or the teacher may provide data from government report on poverty, food security, etc.

- familiarise with major climatic controls—latitude, altitude, pressure and wind systems, and distance from the sea and discuss how they affect the climate of various geographical regions.
- discuss how the climate of hilly regions is significantly different from the plains.
- look for and use a variety of primary and secondary sources, such as, written records, oral accounts to investigate themes like factors responsible for deforestation in the past in different regions of the world including India during the colonial rule.
- discuss different Forest Acts in India — Forest Act of 1865, its amendment in 1878 and 1927 and its impact on forest dwellers and the village community.
- collect visuals, newspaper clippings, posters, leaflets, videos, memorabilia, writings, albums, and speeches of Hitler on the rise of Nazism and discuss how Nazism led to the genocidal war that resulted in the killing of innocent civilians like the Jews, Gypsies, and Polish.
- organise mock Parliaments and court proceedings in which various democratic rights can be the subject.
- show visuals associated with famines and present OMT (one minute talk).
- correlate different maps, for example, physical features and drainage, physical features and population.
- opportunities may be provided to explore and overlay various maps on School Bhuvan NCERT portal.
- use atlas maps for understanding various concepts.

- **analyses and evaluates information, for example,**

- analyses different types of climate found in different regions of India and the world.
- examines factors leading to deforestation.
- outlines or assesses the working of Indian Parliament and the judiciary.
- analyses historical trends in important developmental indicators, such as, literacy and poverty.
- assesses the impact of important government welfare programmes which aimed at (a) poverty alleviation;(b) ensure food security; (c) generate self-employment; and (d) provide health care facilities.

- **interprets, for example,**

- maps of river systems in India, physiograph, and population distribution
- maps of movement of goods and people from India to the rest of the world



- demonstrate skills of locating places associated with different revolutions like French and Russian.
  - explain the changes of geographical boundaries of places in the past and present and the reasons that have led to it. You may link this with the theme in the syllabus or textbooks.
  - study various symbols that depict roads, railways, buildings, monuments, rivers, etc., on an outline map of India and the world. This may be used as per the theme under study.
  - interpret information from an orthophotomap and compare it with reality.
  - use India's political map to demarcate states and parliamentary constituencies.
  - use India's map of the states to identify and colour the following: (i) high and low poverty (ii) levels of literacy (iii) production of food grains and interpret in terms of reasons for the above differences amongst the states.
  - choose photographs of persons engaged in different occupations in rural and urban areas and categorise into three sectors of the economy.
  - compile data from their surroundings and Government reports on (i) unemployment existing in urban and rural areas (ii) poverty existing in different states.
  - use tables to represent data on literacy rates, production of food grains and food in security with respect to population and interpret them in terms of well-being of the masses.
  - construct and convert tables into bar and pie diagrams.
  - explain from the newspaper clippings or the teacher may provide data from Government report on poverty, food security, social exclusion and vulnerability, their causes and impact on the society.
- texts and symbols which stand for liberty, equality, and fraternity
  - cartoons
  - photographs
  - posters
  - newspaper clippings related to socio-political issues
  - pie and bar diagrams of data related to agricultural production, literacy, poverty, and population

- develop bar/pie diagrams and also be able to plot the data in the diagram, e.g., population data, natural vegetation, etc.
  - correlate topics with other disciplines ,for example, how various passes in the north and seaports in the south have provided passages to the travellers and how these passages have contributed in the exchange of ideas and commodities since ancient times.
  - discuss on deforestation in the colonial period and their impact on lives of forest dwellers; link deforestation with geographical aspects, such as, the extent of land covered under forest in the colonial and contemporary times.
  - discuss how the Forest Acts in the past and in the present influence various tribal communities including women.
  - study a few political developments and government decisions and look at them from the point of view of geographical importance and electoral constituencies.
  - read the history of democratic movements in various countries by underlining the geopolitical importance of countries.
  - study historical events of 1940s and the making of the Constitution of India during 1946–49.
  - focus on the issues of land and agriculture as part of the resources in geography with topics such as, factors of production and food security as a component of agriculture.
  - see linkages with political dimensions to highlight citizens, rights in a democracy and human beings as an asset for the economy.
  - show movies and documentaries such as, 3 Shades, Mirch Masala, Manthan and link them with low income and poverty which can then be followed by discussion in classroom on conflict between economic
- **draws inter linkages within Social Science, for example,**
    - explains inter-relationship between various passes and sea ports in India for trade and communication since historical times.
    - examines the geographical importance of electoral constituencies.
    - analyses food security as a component of agriculture.
    - analyses the linkages between population distribution and food security.
    - explains inter-relationships among livelihood patterns of various social groups including forest dwellers, economic development, and environmental conservation.

development and environmental conservation.

- read the National Population Policy 2000, and discuss its content related to adolescence.
- use historical sources to comprehend the difference between fact and fiction when they read the literary works of different authors.
- assess novels, biography, and poems composed at different points of our historical past.
- use pictures, cartoons, and newspaper clippings to find out and discuss assumptions, biases, and prejudices of various people. Teachers may guide learners to recognise the difference between facts and opinions using illustrative examples from socio, political, and economic aspects.
- explore and construct the holistic picture of the period under study using other sources such as, archaeological remains, official records, and oral accounts. Discussion may be initiated on the following questions:
  - What is the source about?
  - Who is the author?
  - What message can be extracted?
  - Is it relevant/useful?
  - Does it explain the event in totality?
- develop understanding that historical recorders are not free from subjectivity.
- dramatise from the examples of the French revolution on Olympede Gouges on her protest against excluding women from the Declaration of Rights of Man and Citizen, highlighting the bias that existed in this historic document.
- watch and note down the statements of politicians appearing regularly on TV or the newspaper articles on various issues and incidents. Teachers may also provide

- **identifies assumptions, biases, prejudices, and stereotypes about various aspects, for example,**
  - texts
  - news items
  - visuals
  - political analysis
  - people in different geographical regions of India
  - important government welfare programmes

examples, and may also take students' own views on an issue to point out assumptions, biases, prejudices, and stereotypes.

- list the details of wages paid to the males and females engaged in their area and discuss whether differences exist, if any, reasons may be provided.
- analyse different government schemes to ensure food security, employment generation, promotion of health, and education in their area.
- ask questions to understand the mechanism of monsoon for example, how do the effect of differential heating of land and water, shifting of Inter Tropical Convergence Zone (ITCZ), El Niño and jet streams influence monsoon?
- use enquiry skills to collect a variety of primary and secondary sources; recognise the difference between fact and fiction. Gather information from archaeological remains—official and oral records, print and multimedia materials, to show how the ideals of freedom, equality, liberty, and fraternity motivated political movements in France, in the rest of Europe, and in various anti-colonial struggles; projects, posters, and models can be prepared on themes drawn from them in groups and in pairs.
- collect the details on various topical, political, social, or any other local issues from different newspapers, magazines and books. Compare different views about the same issues.
- explain a particular economic problem showing vulnerability faced by the disadvantaged groups.
- analyse materials on green revolution.
- find out the details from data and experiences for example, (a) how does the relief of a place affect the population distribution?; (b) how do climatic

- **demonstrates inquisitiveness, enquiry, i.e., pose questions related to—**

- geographical events such as, the mechanism of monsoon and causes of natural disasters.
- impact of green revolution in India and their own area.
- legacy of French Revolution in India and the world.

- **constructs views, arguments, and ideas on the basis of collected or given information, for example,**

- people and their adaptation with different climatic conditions.
- oral and written accounts of living historical legends.

conditions of a region affect the natural vegetation of a place?

- get engaged in a role play on topics such as, Project Tiger and protection of rivers and discuss the relevance of tiger protection in India.
- record or gather (from the internet) the interviews of living legends who have experienced trials and tribulations of Nazism.
- show e-content and analyse case studies related to the quality of population.
- gather information related to weather and population, from different sources such as, daily newspapers and analyse recorded data and information.
- design a role play on the French Revolution and play the role of clergy, nobility, merchants, peasants and artisans; concluding remarks, drawing assumptions of the feelings of each class can be given by facilitators of each group.
- collect information on the famines in India, explore the causes behind the famines in the colonial period.
- discuss what would have happened if such famines reoccur in post-independent India. Also discuss the preventive measures.
- identify the factors causing a problem and decide creatively and critically to arrive at solution(s) relating to river pollution, population growth, protection of flora and fauna, etc.
- engage in a class debate on the topic— whether the use of violence for addressing different forms of human rights violation is the appropriate approach or not.
- plan and participate in extra-curricular activities, daily chores in the school, sports, cultural programmes which require problem-solving and decision-making skills.

- people as a resource.

- **extrapolates and predicts events and phenomena, for example,**

- weather
- pollution and diseases
- famine and poverty

- **illustrates decision-making and problem-solving skills, for example,**

- mitigating the impact of water pollution
- conservation of resources
- problem of food shortage
- avoid hunger and famines in India
- deciding on the appropriateness of resources in historical events and developments

- collect newspapers and magazines to show the impact of the concentration of resources in the hands of few.
  - illustrate the cause and impact of inequality in terms of distribution of resources between the rich and the poor.
  - participate in group projects to recognize the values of flora and fauna, disaster preparedness and waste management projects.
  - participate in activities that require conservation of environment (plants, water bodies, etc.), water disputes—interstate and across the border and promote nature-human sustainable relationship.
  - raise questions to secure healthcare, education and job security for its citizens; people from different communities be invited to make presentation on improving these issues.
  - collect and compile a variety of resources such as, films, audio visuals, and photocopy of records, private papers, and press clippings from the archives including original speeches of leaders associated with different historical events.
  - construct projects on themes like Nazism and tribal uprisings.
  - discuss the strategy of satyagraha and non-violence adopted by Gandhiji in achieving Independence of India; discuss different movements in the freedom struggle where satyagraha was adopted by the leaders to recognize the immense strength and courage it requires to internalise characteristics of satyagraha and non-violence to resolve conflicts.
  - explore and examine the published records of the lived experiences of the survivors of Holocaust.
  - study the Constitutional provisions available to improve conditions of disadvantaged groups, minorities;
- **shows sensitivity and appreciation skills, for example,**
    - empathises with differently abled and other marginalised sections of the society, such as, Scheduled Tribes
    - appreciates political diversity
    - appreciates cultural diversity
    - appreciates religious diversity
    - recognises language diversity
    - recognises social diversity
    - empathises with the people who were affected by wars, holocaust, natural and human-made disasters
    - recognises how physical and mental violence leads to immense suffering of human beings
    - demonstrates or exhibits sense of citizenship such as, observing hygiene and cleanliness, punctuality, follow rules, etc.

<p>promotion of patriotism, unity of the country, equality of people, respect for all human beings, and doing one's duties, etc.</p> <ul style="list-style-type: none"> <li>• engage in role play/short drama to highlight the problem faced by poor as well as food insecure people followed by discussion</li> <li>• identify the chain of ration shops established in your nearby area to ensure the supply of essential commodities for the targeted population</li> <li>• compose a short speech on gender equality and dignity for all (marginalized as well as Group with Special Needs)</li> </ul>	
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### Class X

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learners may be provided with opportunities individually or in groups and encouraged to—</b></p> <ul style="list-style-type: none"> <li>• collect different soil samples from the surroundings; recognise them with the help of their colour, texture, and composition; relate them with the geographical areas of India shown on the map; study the process of formation of these soils.</li> <li>• locate them on different types of maps of India such as, political, physical and outline map, wall map, and atlas; list and label places or areas where different agricultural crops, minerals, etc., are produced.</li> <li>• use tactile maps for students with visual impairments.</li> <li>• find the meaning of resources, subsistence agriculture, plantation, etc., from any dictionary of Geography.</li> <li>• read different sources and discover the course of the Indian national movement till India's independence.</li> </ul>	<p><b>The learner—</b></p> <ul style="list-style-type: none"> <li>• <b>recognises and retrieves facts, figures, and narrate, processes, for example,</b> <ul style="list-style-type: none"> <li>○ identifies different types of soil, minerals, renewable and non-renewable energy resources, etc.</li> <li>○ locates areas or regions known for production of coal, iron ore, petroleum, rice, wheat, tea, coffee, rubber, and cotton textile on the map of India.</li> <li>○ defines important terms in Geography such as, resource, renewable and non-renewable resources, subsistence agriculture, plantation, shifting agriculture, environmental protection, and environmental sustainability.</li> <li>○ defines basic Economic terms associated with economic development such as, human capital, sustainable development, gross domestic product, gross value added, per capita income, human development index, multinational</li> </ul> </li> </ul>

- get familiarised with the concepts of nation and nationalism.
- acquaint with the writings and ideals of different social, political groups and individuals.
- collect the details of social groups which joined the Non-Cooperation Movement of 1921.
- draw a timeline on significant events of India's national movement.
- collect the details of major languages of India and the number of persons who speak those languages from the latest reports of Census of India and discuss.
- read the Indian Constitution and discuss various parts in it.
- collect a variety of resources, for example, forests, water, minerals, etc., and use a variety of criteria to group and display in the class.
- relate different cropping patterns in India and their impact on economic development and discuss in the class.
- use internet to study interactive thematic maps, for example, agriculture, minerals, energy, industry, etc., on School Bhuvan NCERT portal.
- discuss the relationship or difference between European nationalism and anti-colonial nationalisms.
- discuss industrialisation in the imperial country and in a colony.
- study globalisation in different contexts.
- find out about the anti-colonial movement in any one country in South America and compare with India's national movement based on certain parameters.
- collect the details of how globalisation is experienced differently by different social groups using goods and services used by people in their daily lives such

company, foreign trade, liberalisation and foreign investment.

- lists different forms of money and sources of credit, rights of consumers.
- recalls names, places, dates, and people associated with some important historical events and developments such as the French Revolution, nationalism, industrialisation, globalisation, and urbanisation.
- defines terms and concepts such as, nationalism, colonialism, orientalism, democracy, satyagraha, and liberty.
- defines important terms such as, federalism, diversity, religion, and political party
- **classifies and compares events, facts, data and figures, for example,**
  - classifies types of resources, minerals, farming, for example, subsistence and commercial farming.
  - compares areas growing rice and wheat on the map of India.
  - compares visuals such as, the image of Bharatmata with the image of Germania.
  - compares European nationalism with anti-colonial nationalism in countries such as, India, South America, Kenya, Indo-China.
  - compares per capita income of some important countries.
  - differentiates consumer rights.
  - classifies occupations and economic activities into sectors using different criteria.
  - compares the powers and functions of state and central government in India.
  - classifies national and regional political parties in India.
  - explains the terms used in political discussions and their meaning, for example, Gandhian, communist,



as, television, mobile phones, home appliances, etc., and discuss.

- study different types of governments in the world—democratic, communist, theocratic, military dictatorships, etc. Within democracies, various forms of governments, such as, federal and unitary, republican and monarchy, etc., can also be studied.
- read the functioning of state governments ruled by different parties or coalitions; examine their specific features such as, slogans, agenda, symbols, and characteristics of their leaders.
- study the distinctive features of different political parties.
- collect the economic details of states and countries. For example, based on the human development index, they can classify a few countries. They can also group or categorise countries on the basis of Gross Domestic Product (states on the basis of state domestic product), life expectancy, and infant mortality rates, etc.
- collect the details of economic activities, jobs, and occupations in their neighbourhood and group them using a few criteria, for example, organised and unorganised, formal and informal, primary-secondary-tertiary, etc.
- collect data on sources of credit from their neighbourhood—from where people borrow and group them into formal and informal.
- overlay thematic layers of maps on School Bhuvan NCERT portal, for example, distribution of rice in India and overlay layers of soils, annual rainfall, relief features and swipe these layers to establish cause and effect relationship.
- classify different types of industries based on raw materials, locate them on

secularist, feminist, casteist, communalist, etc.

- **explains cause and effect relationship between phenomena, events, and their occurrence, for example,**
  - explains factors responsible for production of different crops in India.
  - explains industries and their impact on environment.

the map and relate them with pollution in nearby areas.

- find out about the changes in print technology in the last 100 years. Discuss the changes, why they have taken place and their consequences.
- read various provisions of the Indian Constitution as causes, and the resulting political scenario as its effects. For example, the independent status of the judiciary effected in smooth functioning of federalism.
- discuss (a) why a large section of India's population depend on primary sector; (b) what contributed to rapid increase in service sector output.
- conduct a survey among neighbourhood, households and collect the reasons for their dependence on formal or informal sources of credit. Teachers can then organise debate on whether or not banks contribute to needy borrowers living in rural areas in the class.
- collect stories of communities involved in environmental conservation from different parts of India and study them from geographical perspective.
- collect and discuss the details of people's participation in environmental conservation movements and their impact on socio-cultural life of the region for example, Chipko and Appiko Movements.
- collect data from Economic Survey of India, newspaper, magazines related to gross domestic product, per capita income, availability of credit for various households, land use, cropping pattern and distribution of minerals in India, production of cereals for different years and convert them into pie or bar graphs and study the pattern and display in the class.

- explains the cause and effect between different historical events and developments such as, the impact of print culture on the growth of nationalism in India.
- examines the impact of technology on food availability.
- assesses the impact of the global transfer of disease in the pre-modern world in different regions of the world, for example, in the colonisation of America.
- analyses the impact of overuse of natural resources such as, ground water and crude oil.
- analyses the change in sectoral composition of gross domestic product.
- analyses the consequences of dependence on different sources of credit.
- explains the policies and programmes of different political parties in the states of India.

- **analyses and evaluates information, for example,**

- assesses the impact of conservation of natural resources on the life of people in any area in view of sustainable development.
- analyses indigenous or modern methods of conservation of water, forests, wildlife, and soil.
- explains victories and defeats of political parties in general elections.
- evaluates various suggestions to reform democracy in India.
- analyses texts and visuals such as, how symbols of nationalism in countries outside Europe are different from European symbols.
- assesses the impact of MNREGA, role of banks as a source of credit.
- assesses the impact of globalisation in their area, region, and local economy.
- analyses the contribution of different sectors to output and employment.

- familiarise with pictures, photographs, cartoons, extracts from a variety of original sources—eye witness accounts, travel literature, newspapers or journals, statements of leaders, official reports, terms of treaties, declarations by parties, and in some cases contemporary stories, autobiographies, diaries, popular literature, oral traditions, etc., to understand and reconstruct histories of important historical events and issues of India and contemporary world.
- observe and read different types of historical sources; think of what they communicate, and why a thing is represented in a particular way. Raise questions on different aspects of pictures and extracts to allow a critical engagement with these, i.e., visuals of cloth labels from Manchester and India; carefully observe these and answer questions like: What do they see in these pictures? What information do they get from these labels? Why are images of gods and goddesses or important figures shown in these labels? Did British and Indian industrialists use these figures for the same purpose? What are the similarities or differences between these two labels?
- study and discuss different perspectives on diversification of print and printing techniques; visit to a printing press to understand the changes in printing technology.
- critically examine the implementation of government schemes based on learners or their family's experiences such as, Mid-day meal scheme, loan waiver schemes for farmers; scholarships through cash transfer to students; schemes to provide liquid

petroleum gas to low income families: life insurance scheme for low income families/scheme of financial support for house construction, MUDRA, etc. They may be guided to supplement with data/news clippings as evidences.

- overlay maps showing distribution of resources for example, minerals, and industries on the map of India and relate it with physical features of India and climate by overlaying the layers on School Bhuvan NCERT portal and analyse the maps.
  - elaborate relationship between different thematic maps using atlas.
  - locate places, people, regions (affected by various treaties such as, Treaty of Versailles, economic activities, etc).
  - find and draw interconnections among various regions and the difference in nomenclatures of places used for various regions and places during this period and present day, i.e., learner can be asked to find and draw the sea and land links of the textile trade from India to Central Asia, West Asia and Southeast Asia on a map of Asia.
  - study the political maps of the world and India to recognise a country's importance and role in world politics.
  - examine political maps of states, consider their size and location and discuss their importance in national politics.
  - locate the places in which important multinational corporations set up their offices and factories on the map of India and discuss the reasons behind the choice of location and its implication on people's livelihood.
  - read cartoons, messages conveyed in sketches, photographs associated with political events and participate in discussions.
- **interprets, for example,**
    - maps
    - texts
    - symbols
    - cartoons
    - photographs
    - posters
    - newspaper clippings
    - climatic regions
    - changes in maps brought out by various treaties in Europe
    - sea and land links of the trade from India to West Asia, South East Asia and other parts of the world
    - pie and bar diagrams related to gross domestic product, production in different sectors and industries, employment and population in India

- read demographic data, data related to political party preferences and social diversity.
  - collect news clippings/texts from popular magazines and journals pertaining to developmental issues, globalisation and sustainable development and synthesise the details and present in the class.
  - convert tables relating to GDP, and employment, in primary, secondary and tertiary sectors into pie, bar and line diagrams.
  - interpret charts using a few parameters and describe the patterns and differences. They can refer to books, Economic Survey of India for the latest year and newspapers.
  - locate production of raw materials on the map of India and relate them with economic activities and development of that area for example, coal, iron ore, cotton, sugarcane, etc.
  - collect information about the development of different areas of India since Independence.
  - find out the linkages among various subjects through examples and do group projects on some topics; for example, group project on 'Globalisation'. Teachers may raise questions like, is it a new phenomenon or does it have a long history? When did this process start and why? What are the impacts of globalisation on primary, secondary and tertiary activities? Does it lead to inequality in the world? What is the importance of global institutions? Do these institutions play a major role in globalisation? How do they influence the developed countries? What do you mean by global economy? Is economic globalisation a new phenomenon? Are environmental issues global problems
- **draws interlinkages within Social Science**
    - analyses changes in cropping pattern, trade and culture
    - explains why only some regions of India are developed
    - analyses the impact of trade on culture shows the linkages between economic development and democracy

or local problems? How can globalisation potentially contribute to better environment?

- study the rate and features of economic growth in democracies and those under dictatorship.
  - examine time series data on GDP and other economic aspects since 1950s.
  - debate on (a) How India's freedom struggle was related to India's economy? (b) Why India did not go for privatisation of manufacturing activities after 1947? (c) Why have developed nations started to depend on countries such as, India for leather and textile goods more now? (d) Why multinational corporations from developed nations set up their production and assembly units in developing countries and not in their own countries and what are its impacts on employment in their own countries?
  - discuss on why manufacturing sector multinational companies (Gurugram in Haryana) and service sector multinational companies (Bengaluru in Karnataka) are located at specific places—the relevance of geographic factors.
  - collect information regarding religion, food habits, dress, colour complexion, hair, language, pronunciation, etc., of people living in different geographical regions of India.
  - list biases/prejudices, stereotypes against people living in different geographical regions and discuss about these in the classroom.
  - raise questions on developments that are seen as symbolising modernity, i.e., globalisation, industrialisation and see the many sides of the history of these developments, i.e., learner can be asked: Give two examples where
- **identifies assumptions, biases, prejudices or stereotypes about various aspects, for example,**
    - region
    - rural and urban areas
    - food habits
    - gender
    - language
    - idea of development
    - voting behaviour
    - caste
    - religion
    - democracy
    - political parties

modern development associated with progress, has led to problems. Think of areas related to environmental issues, nuclear weapons or disease

- read the statements of leaders or political parties in newspapers and television narratives to examine the truth, bias and prejudices. Similarly, various demands of political parties from time to time may also be analysed.
- reflect on why popular prejudices/ stereotypes prevail about low income families, illiterates and persons with low literacy levels, disabled, persons belonging to certain socio-religious and biological categories. Teachers may facilitate learners to discuss their origin and review.
- discuss the probable assumptions behind the (a) promotion of sustainable development practices; (b) enactment of few national level acts such as, Consumer Protection Act 1986; Right to Information Act 2005; Mahatma Gandhi National Rural Employment Guarantee Act 2005 and The Right of Children to Free and Compulsory Education Act 2009. Students may need to get the details of situation in the years when these laws were enacted from elderly persons, parents and teachers.
- show industrial regions on map and relate it with infrastructural development of that region. Why are industries located nearby rivers, railways, highways, raw material producing areas, market, etc.?
- show water scarcity in visuals such as, snow covered areas of Kashmir, dry regions of Gujarat and flood prone areas of West Bengal; learners may be asked to investigate reasons of water scarcity of each region located in

- marginalised and differently abled groups
- globalisation and industrialisation
- the notion of progress and modernity

• **demonstrates inquisitiveness, enquiry, for example, pose questions related to the—**

- Concentration of industries in certain areas.
- Scarcity of potable water.
- role of women in the nationalist struggles of different countries.
- various aspects of financial literacy.
- working of democracy from local to national levels.

different climatic areas and prepare a report or chart.

- answer questions like 'Why did various classes and groups of Indians participate in the Civil Disobedience Movement?' or 'How did the Indian National Congress respond to the Partition of Bengal and why?' and point out to them the need to look for supplementary literature on issues, events, and personalities in which they may express an interest to know more.
  - participate in teacher-guided debates on the advantages and drawbacks of democracy.
  - choose one example from economics related with developmental issues and collect economic information and come out with solutions, for example, (a) employment (is India generating employment opportunities sufficiently?) (b) GDP (why only service sector is able to increase its share much more than other sectors?), (c) financial issues (how to improve credit access to low income families?).
  - challenge assumptions and be motivated to come out with creative solutions to specific social, economic or political issues in their area, region or state.
  - examine maps of India—(physical and political), latitudinal and longitudinal extent of India, relief features, etc., and come out with ideas about the impact of these on cultural diversity of the regions.
  - display different themes of history through creatively designed activities and role play on any event or personality of their liking.
  - engage in debates on interpreting different events both from historical and contemporary viewpoint.
- **constructs views, arguments and ideas on the basis of collected or given information, for example,**
    - natural resources and their impact on cultural diversity of any region
    - historical events and personalities
    - economic issues, such as, economic development and globalisation
    - definitions commonly available in textbooks for various economic concepts



- help them prepare digital, print as well as audio-visual materials which can be converted into Braille.
  - participate in group discussions on changes within rural economy in the contemporary/modern times.
  - find information from elders, newspapers/TV reports about pollution in water bodies such as, rivers/lakes/wells/ground water, etc., and foresee health issues in their neighbourhood. For example, the effect of arsenic in the groundwater in West Bengal.
  - discuss the impact of deforestation on soil erosion in hilly areas of North East Region and relate them with floods and landslides.
  - imagine a conversation between two persons participating in freedom struggle in India. Learners answer questions, such as, what kind of images, fiction, folklore and songs, popular prints and symbols would they want to highlight with which people can identify the nation and what do all these mean to them.
  - gather information with the help of teacher/parents/peers on exports and imports, current employment situation, details of schools and hospitals to see the trend.
  - collect problems related to agriculture in one's own area and come out with remedial measures.
  - imagine a conversation between a British industrialist and an Indian industrialist, who is being persuaded to set up a new industry. Learners in such a role play answer questions, such as, (a) what reasons would the British industrialist give to persuade the Indian industrialist? and (b) what opportunities and benefits the Indian industrialist is looking for?
    - methodology used to estimate gross domestic product, poverty and size of the organised/unorganised sector
- **extrapolates and predicts events and phenomena, for example,**
    - predicts the impact of pollution of water, air, land and noise on human health.
    - predicts natural disasters due to deforestation.
    - infers and extrapolates from situations, such as, how artists and writers nurture nationalist sensibilities through art, literature, songs and tales.
    - come out with answers creatively on the issue: (a) if India stops importing petroleum crude oil; (b) if multinational companies are closed; (c) the nature of employment in India in 2050; (d) what would happen if all schools and hospitals in India are privatised?
  - **illustrates decision making/ problem solving skills, for example,**

comes out with solutions to issues in one's own area such as,: (a) problems related to agriculture and transport, (b) generate employment opportunities, improve access to credit for low income families and (c) assesses how certain developments in colonial India were useful for both colonisers as well as

- conduct extra-curricular activities, daily chores in the school, sports, cultural programmes by students to help decision making and develop problem solving skills.
- describe their goals in life and how they are going to achieve them.
- review sources of credit and their impact. They can be encouraged to discuss various solutions for easy access to credit with low interest rates.
- come out with new ways of generating employment or creating new jobs.
- submit group projects suggesting the steps to be followed in their daily life promoting sustainable development practices.
- discuss the work done by peer or differently abled persons and the need to cooperate with each other.
- provide illustrative, examples, of conflicts on several issues, such as, river water/dam/land, industry/forestland and forest dwellers, etc., through textbooks, newspapers, etc. They may be guided to debate these issues in groups and come out with creative solutions.
- read stories of real life experiences of individuals and communities of the period, i.e., learner can imagine oneself as an indentured Indian labourer working in the Caribbean. Based on details collected from the library or through internet, learners can be encouraged to write a letter to family describing their life and feelings.
- prepare posters with drawings and pictures and make oral and written presentation on the significance of the non-violent struggle for swaraj.
- discuss the life around their place of living and the school locality. Select

nationalists in different fields such as, literature, transportation and industries.

- **shows sensitivity and appreciation skills, for example,**
  - empathises with differently abled and other marginalised sections of the society, such as, forest dwellers, refugees and unorganised sector workers appreciates political diversity
  - appreciates cultural diversity
  - appreciates religious diversity
  - recognises social diversity
  - empathises with the people who were affected by displacement, extremism and natural as well as human-made disasters; Indian indentured labourers working in different countries such as, Caribbean and Fiji.

available local examples apart from the relevant lessons in the textbook, to teach sensitivity and peaceful resolution of contentious issues.

- participate in role play on (a) challenges faced by low income families, disabled/elderly persons, people suffering from pollution; (b) different ways through which consumers are denied their rights and challenges faced by them to get their grievances addressed.
- discuss the impact of wars and conflicts on daily lives of people including schooling in different Indian states.
- collect details of countries in which wars and conflicts took place recently and organise discussion on the impacts.

### **Suggested Pedagogical Processes in an Inclusive Setup**

The curriculum in a classroom is same for everyone. This means all students can actively participate in the classroom. There may be some students who have learning difficulties including language, visual-spatial or mixed processing problems. They may require additional teaching support and some adaptation in the curriculum. By considering the specific requirements of children with special needs, few pedagogical processes for the teachers are suggested below:

- Use detailed verbal descriptions of graphical representations and pictures like maps. These can also be made tactile with proper contrasts.
- Use models and block paintings.
- Use examples from everyday life for explaining various facts/concepts.
- Use audio visual materials like films and videos to explain abstract concepts; for example, discrimination, stereotyping, etc.
- Develop embossed timeline for memorising; for example, different historical periods.
- Organise group work involving debates, quizzes, map reading activities, etc.
- Organise excursions, trips and visits to historical places (educational tour).
- Involve students in exploring the environment using other senses like smell and touch.
- Give a brief overview at the beginning of each lesson.
- Provide photocopies of the relevant key information from the lesson.

- Highlight or underline the key points and words.
- Use visual or graphic organisers like timelines (especially for explaining chronology of events), flow charts, posters, etc.
- Organise group work involving activities like cut and paste, and make use of pictorial displays, models, pictures, posters, flash cards or any visual items to illustrate the facts and concepts.
- Plan occasions with real life experiences.
- Use films or documentaries and videos.
- Use magazines, scrapbooks and newspapers, etc., to help learners understand the textual material.
- Draw links with what has been taught earlier.
- Make use of multisensory inputs.
- All examples given with pictures in the textbook can be narrated (using flash cards, if required).
- While teaching the chapters, use graphic organisers, timelines and tables as this will make the task simpler.
- Maps should be enlarged and colour coded.
- The text, along with pictures, can be enlarged, made into picture cards and presented sequentially as a story. Sequencing makes it easier to connect information.
- Asking relevant questions frequently to check how much the learner has learnt as it helps in assimilating information.
- Teach and evaluate in different ways, for example, through dramatisation, field trips, real life examples, project work, etc.
- Highlight all the important phrases and information.
- Pictures may be labelled and captioned.