

**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
Total		215	80

COURSE CONTENT

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

<p>Section 2: Livelihoods, Economies and Societies: Any one theme of the following:</p> <p>3. The Making of a Global World</p> <ul style="list-style-type: none"> • The Pre-modern world • The Nineteenth Century (1815-1914) • The Inter war Economy • Rebuilding a World Economy: The Post-War Era <p>4. The Age of Industrialization</p> <ul style="list-style-type: none"> • Before the Industrial Revolution • Hand Labour and Steam Power • Industrialization in the colonies • Factories Come Up • The Peculiarities of Industrial Growth • Market for Goods <p>Section 3: Everyday Life, Culture and Politics</p> <p>5. Print Culture and the Modern World</p> <ul style="list-style-type: none"> • The First Printed Books • Print Comes to Europe • The Print Revolution and its Impact • The Reading Mania • The Nineteenth Century • India and the World of Print • Religious Reform and Public Debates • New Forms of Publication • Print and Censorship 	<ul style="list-style-type: none"> • Appreciate the ideas promoting Pan Indian belongingness. • Show that globalization has a long history and point to the shifts within the process. • Analyze the implication of globalization for local economies. • Discuss how globalization is experienced differently by different social groups. • Familiarize with the Pro- to-Industrial phase and Early – factory system. • Familiarize with the process of industrialization and its impact on labour class. • Enable them to understand industrialization in the colonies with reference to Textile industries. • Identify the link between print culture and the circulation of ideas. • Familiarize with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past. • Understand that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.
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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"> • Spatial distribution • Industrial pollution and environmental degradation • Control of Environmental Degradation <p>7. Life Lines of National Economy</p> <ul style="list-style-type: none"> • Transport – Roadways, Railways, Pipelines, Waterways, Airways • Communication • International Trade • Tourism as a Trade 	<ul style="list-style-type: none"> • Discuss the need for a planned industrial development and debate over the role of government towards sustainable development. • Explain the importance of transport and communication in the ever-shrinking world. • Understand the role of trade and tourism in the economic development of a country.
<p>Unit 3: Democratic Politics – II</p>	<p>50 Periods</p>
<p>Themes</p>	<p>Learning Objectives</p>
<p>1. Power Sharing</p> <ul style="list-style-type: none"> • Case Studies of Belgium and Sri Lanka • Why power sharing is desirable? • Forms of Power Sharing <p>2. Federalism</p> <ul style="list-style-type: none"> • What is Federalism? • What make India a Federal Country? • How is Federalism practiced? • Decentralization in India <p>3. Democracy and Diversity</p> <ul style="list-style-type: none"> • Case Studies of Mexico • Differences, similarities and divisions • Politics of social divisions <p>Note: The chapter ‘Democracy and Diversity’ to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.</p> <p>4. Gender, Religion and Caste</p> <ul style="list-style-type: none"> • Gender and Politics • Religion, Communalism and Politics 	<ul style="list-style-type: none"> • Familiarize with the centrality of power sharing in a democracy. • Understand the working of spatial and social power sharing mechanisms. • Analyse federal provisions and institutions. • Explain decentralization in rural and urban areas. • Analyse the relationship between social cleavages and political competition with reference to Indian situation. • Identify and analyse the challenges posed by

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

<ul style="list-style-type: none"> • Production across countries • Interlinking production across countries • Foreign Trade and integration of markets • What is globalization? • Factors that have enabled Globalisation • World Trade Organisation • Impact of Globalization on India • The Struggle for a fair Globalisation <p>5. Consumer Rights Note: Chapter 5 'Consumer Rights' to be done as Project Work.</p>	<ul style="list-style-type: none"> • Explain the working of the Global Economic phenomenon. • Gets familiarized with the rights and duties as a consumer; and legal measures available to protect from being exploited in markets.
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**PROJECT WORK
CLASS X (2021-22)**

05 Periods	05 Marks
<p>1. Every student has to compulsorily undertake any one project on the following topics:</p> <p style="text-align: center;">Consumer Awareness OR Social Issues OR Sustainable Development</p> <p>2. Objective: The overall objective of the project work is to help students gain an insight and pragmatic understanding of the theme and see all the Social Science disciplines from interdisciplinary perspective. It should also help in enhancing the Life Skills of the students.</p> <p>Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report.</p>	

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:

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

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)**

Time: 3 Hours		Maximum Marks : 80	
Sr. No.	Competencies	Total Marks	% Weightage
1	Remembering and Understanding: 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	Applying: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	14	17.5%
3	Formulating, Analysing, Evaluating and Creating: 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	Map Skill	6*	7.5%
		80	100%

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"> • Classwork and Assignments • Any exemplary work done by the student • Reflections, Narrations, Journals, etc. • Achievements of the student in the subject throughout the year • Participation of the student in different activities like Heritage India Quiz 				
Subject Enrichment Activity	5 Marks	<ul style="list-style-type: none"> • Project Work 				

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

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 X

Suggested Pedagogical Processes	Learning Outcomes
<p>The learners may be provided with opportunities individually or in groups and encouraged to—</p> <ul style="list-style-type: none">• 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.• 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.• use tactile maps for students with visual impairments.• find the meaning of resources, subsistence agriculture, plantation, etc., from any dictionary of Geography.• read different sources and discover the course of the Indian national movement till India's independence.	<p>The learner—</p> <ul style="list-style-type: none">• recognises and retrieves facts, figures, and narrate, processes, for example,<ul style="list-style-type: none">○ identifies different types of soil, minerals, renewable and non-renewable energy resources, etc.○ 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.○ defines important terms in Geography such as, resource, renewable and non-renewable resources, subsistence agriculture, plantation, shifting agriculture, environmental protection, and environmental sustainability.○ 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

- 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.