

# **SOCIAL STUDIES**

**CURRICULUM-SYLLABUS, ACADEMIC STANDARDS**

**Classes VI to X**



**STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING**  
**ANDHRA PRADESH, HYDERABAD**

**SOCIAL STUDIES**  
**CURRICULUM, SYLLABUS, ACADEMIC STANDARDS**  
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## FORE WORD

The new text books are prepared on the basis of the recommendations given in NCF-2005 and APSCF 2011. These book avoid rote learning and give scope for the real experiences of the children. Stress free and discussion oriented chapters and prepared. Various narrations, case studies, graphs, pictures, tables, and illustrations are given priority rather than loading the books with information and running text.

The syllabus prescribed is child centered child friendly and it is linked to the daily life situations of the children. It covers various areas like diversity on the earth, Livelihoods, Governance, culture and community religion and society and so on. All the chapters are designed keeping the Academic standards in mind. The chapters are to be transacted in a way, the students involve in group work, discuss and elicit some new concept. Collaborative learning, sharing of ideas, and social constructivism and the nucleus and core elements with regard to the class room teaching.

This book 'Social Studies Curriculum & Syllabus' is designed to enable the teachers and improve his/ her teaching performance to achieve the academic standards objectives related to all the themes from classes VI to VIII and class IX, X chapterwise are given. Key concepts, teaching learning strategies are mentioned in a tabular form. For each chapter, what are the materials to be used are also given. The resources shown, the strategies given are not the ultimate one. Every teacher should go beyond it and make it a successful one with positive attitude and devotion to the profession. Whatever is given is a suggestive one. On the basis of these given source and TLM the teachers have to find their own way.

The Academic standards are the backbone of the Pedagogy. This chapter concentrates an expected outcomes but these are not sufficient. According to the levels of the students, the teachers should choose the strategies and implement in the classroom. Different types of teaching learning strategies and activities are given in this book. This enables the teacher to know about a few different ways of teaching. The resources books, webcites which are given in this book are only for the sake of teachers preparation and empowerment. The teachers are suggested to go through this book and make your teaching a successful one.

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# 1. Need for change in the Curriculum

As the world is becoming a global village there are several opportunities available for children to grow individually and socially. There are several benefits of studying social sciences. Apart from knowing why and how the society has changed it also helps in how to adapt to it. By introducing the basic Constitutional values and objectives the children will grow as individuals with high values. By understanding the varied experiences from different social systems they will develop a broad mind. The social science also teaches them how geographical conditions effect the living standards and how to adapt to them. By studying the social sciences children will grow up into good citizens and also gain better employment opportunities. For example by ways of information collection, analysis, questioning and responding they are able to get employment in journalism, legal profession, social scientists, media, etc.

As social sciences has several such benefits it is not correct to see it as an general subject and prepare the children just for exams. In the modern society there are several issues that motivate people. The advertisements in the media, business and trade sector and the production sector are encouraging the consumeristic trends in the society. Similarly, they bring everything into prominence from their own view point. The children should not be attracted to these and should be able to think rationally and decide on their own. This is possible only through the social sciences. In social sciences rational thinking, responding meaningfully depending on the context, analyzing from several view points, questioning of a subject are encouraged.

If these objectives are to be achieved then the purview of the social sciences teaching should be widened. The curriculum should be prepared with good objectives. The old system of lecturing, reading aloud, rote learning and preparing for exams should be done away with. The social sciences curriculum and lesson plan should play a new role in understanding, thinking from several view points, communication, critical and rational expression, questioning, information collection and analysis and responding to contemporary issues.

The social sciences subject should also change according to the changing social circumstances. Keeping in view the nature of social sciences, the children should be able to comprehend and grasp the new trends and processes as per the changes. Accordingly, the curriculum should be modified. Based on this the levels of competency, teaching-learning methods, assessment methods should also be thoroughly revised.

One should believe that children have tremendous capacities and that they can learn. Accordingly, if social sciences curriculum is designed with a new approach then we can create rational future citizens of India. The broad view and thinking is essential in the planners.

Taking these issues into consideration the State Council for Education, Research and Training has developed a new curriculum for the VIth to Xth Classes with the objective of developing good attitudes, Constitutional values and humanitarian values. This have to be thoroughly understood and implemented.

\* \* \*

## 2. Executive Summary of State Curriculum framework - 2011

Schooling in this country was once a privilege of the few but today it is a fundamental right through Right to Free and Compulsory Education Act, 2009. Providing education to all is an important goal upheld by the Indian Constitution. India took up concerted efforts to establish a system of mass education more than 60 years ago. Constitution of India made it obligatory for the state to provide basic education to all in the age group of 6 to 14. This was a huge task. India is a nation of diversities with varied cultural and linguistic pluralities. It is also a nation committed to democratic values and social justice. Andhra Pradesh is no exception to this. The AP SCF is in agreement with the principle stated in NCF 2005 that the child should be at the basis of the education system. However, in addition, AP SCF takes the stand that learning should be interaction based, and that interactions between different components of the system should be given equal importance. This principle will guide our perspectives and actions in the realm of education.

As NCF 2005 states, what we include in 'knowledge' reflects our opinion of what we think the aims of education are. Since our aims of education are to enable the child to think critically, to observe, to analyze, rationalize and draw patterns, and to be sensitive to the diversity of human life, 'knowledge' should not only include pieces of information, but ways of thinking and feeling. We often think of knowledge as information that a child should simply acquire by repeatedly reciting or memorizing, but knowledge includes many more things other than knowing trivia about the world. The aim of education, therefore, is not to feed the child with pieces of information, but to hone her thinking skills. In order to achieve this, children will need sensitive scaffolding at appropriate moments and will have to play an active part in creating that knowledge for themselves and to analyse it.

In ensuring that this happens, the role of the teacher is very important. In spite of all the technological breakthroughs and the arrival of the virtual classroom, the importance of the classroom teacher has not reduced. In the Indian culture, the teacher has been given great position and respect. Although times have changed since, most Indians still look at the teachers with the same respect and awe. However, a shift in the traditional role of the teacher is recommended here. Teacher should act as facilitators of knowledge rather than givers of knowledge. They should regard their students as constructors of knowledge rather than mere recipients thereof; and should have positive attitudes towards the learner as well as the learning process.

Along with the interactions between the child, teachers, parents and the community, interactions must also take place between the child and the learning resources. AP SCF believes that there is a set of underlying cognitive abilities such as analytical skills, logical reasoning and inference building which in different forms underlie all system of knowledge. After completion of school education children should develop a scientific temper, specific attitudes, physical skills, language abilities and abstract thinking. In addition to that children should be able to appreciate diversities in the society with a humanitarian perspective, and to think critically and creatively. They should become responsible citizens and rational human beings. The knowledge that is generated from

the school must be based on child background and their experiences. Crafts, arts, play, work, health are also key areas in school curriculum along with subject specific areas. Assessment is also an integral part of the learning process and of ensuring quality education.

Quality education also implies providing children with an environment conducive to learning in schools. This goes beyond the teaching process and the curriculum to the physical environment and resources available to the child. Unfortunately, even today, in many cases remote isolated habitations, girls, minorities and children with disability do not have access to school. Even those who do have access, the quality of educational environment is often poor. This often acts as a deterrent to the educational process. This environment needs to be examined and reformed wherever required.

Along with the learning environment, there is also a need for systemic reforms. There are several problems in making the different components involved in the education of children work together in harmony but unless that happens, the project of quality education for all may remain a dream. We need to make changes towards a resolution of various problems which characterise the system. These need to be related to changes in the curriculum, in attitudes and preparation of teachers, in the support structures for teachers and others engaged in educational efforts, as well as in the nature of relationship between the community and the educational institutions. It is only through enhancing the quality of interactions between various agencies and stakeholders that education can be made interactive and meaningful.

### **Guiding Principles**

What should be the guiding principles for the AP State Curriculum Framework? We may first turn to NCF 2005, RTE 2009 and the recommendations of the National Knowledge Commission.

### **National Curriculum Framework 2005**

The National Curriculum Framework - 2005 is a means of modernizing the system of education. Following are the guiding principles as proposed by NCF-2005.

- connecting knowledge to life outside the school,
- ensuring that learning is shifted away from rote methods,
- enriching the curriculum to provide for overall development of children rather than remain textbook centric,
- making examinations more flexible and integrated into classroom life and,
- nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.

## **Right to Free and Compulsory Education Act 2009**

The RTE Act provides free and compulsory education as a right to every child in the age group of 6 to 14 years in a neighborhood school till completion of elementary education. No child can be refused admission on any grounds and will be admitted to her age appropriate class and make suitable arrangements so that the child can cope with the current curriculum. Education will be inclusive and the schools are supposed to make appropriate arrangements for children with disabilities and with special needs. The child is not liable to pay any kind of fee or charges and expenses which may prevent him or her from pursuing and completing the elementary education. A key feature of RTE is that it focuses on quality as an integral aspect of the child's right to be educated. Part Vth of the RTE act lays down fairly specific terms under which the quality of elementary education is ensured. The RTE emphasizes that the curriculum and the evaluation procedure for elementary education shall be laid down by an academic authority to be specified by the appropriate Government, by notification. The academic authority, while laying down the curriculum and the evaluation procedure shall take into consideration the following:

- (a) conformity with the values enshrined in the constitution;
- (b) all round development of the child;
- (c) building up child's knowledge, potentiality and talent;
- (d) development of physical and mental abilities to the fullest extent;
- (e) learning through activities, discovery and exploration in a child friendly and child centered manner;
- (f) medium of instructions shall, as far as practicable, be in child's mother tongue;
- (g) making the child free of fear, trauma and anxiety and helping the child to express views freely;
- (h) comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same;
- (i) No child shall be required to pass any Board examination till completion of elementary education.
- (j) Every child completing his elementary education shall be awarded a certificate in such form and in such manner, as may be prescribed.

Therefore it is mandatory on the part of the state government to take up curricular and evaluation reforms reflected in the above suggestions. The SCERT as academic authority must take up academic reforms as part of implementation of RTE. The proposed curriculum and textbook shall address pedagogic concern articulated in the RTE act.

### **Constitutional Provisions**

- The 73<sup>rd</sup> Constitutional Amendment created the systems of *gram, taluk and zila* levels to ensure greater participation in the *panchayati raj* in an attempt to give more powers to the local bodies.
- The 74<sup>th</sup> Constitutional Amendment ensured greater representation of SCs, STs and women on the local bodies.

### **National Knowledge Commission Recommendations**

- Flexibility and autonomy of local level management – the village panchayats must be given the power and autonomy to manage the elementary education as the spirit of 73 & 74 Constitutional Amendments.
- Management of Private Schools
- Focus on Early Childhood Education in view of 0 – 5 years are crucial for learning.
- Administration of School Education Departments and accountability.
- Effective mechanism on monitoring the quality of schools and making schools accountable primarily to the community.
- Social Audit of School Performance.
- Strong Mechanisms and programmes for professional development of teachers and on job support.
- Improved School leadership for managing schools
- Professional sharing and exchange between the schools
- Building of Strong Curriculum Groups and Textbook writers and promote curriculum action research.
- Education of marginalized groups, respect of diversity and equity.

These guidelines rightly lay great emphasis on teacher education, professional training, community participation, teaching-learning process and assessment procedures. We may discuss each one of these briefly.

## **The National Curriculum Framework for Teacher Education 2010**

The NCFTE -2010 focuses on:

- Effective pre-service teacher education
- Strategies for the professional development of in-service teachers.
- Focus on research on curriculum implementation and studies on programme evaluation.
- Professional ethics and teacher preparation.

### **State Curriculum Framework**

#### **Perspective**

1. The aims of education should never be lost sight of. The primary purpose of education is to produce rational and responsible citizens who can appreciate their heritage and also become agents of social change.
2. The needs and aspirations of the learner are central to the process of curriculum formation.
3. There is a certain cognitive sequence in learning. The curriculum should be in consonance with the cognitive levels of children. The curriculum should focus more on the process rather than the product. This will help the child to develop understanding rather than just accumulate information. It is also likely to equip the child with analytical skills.
4. Knowledge in terms of basic cognitive abilities needed is in a sense unified. Its division into different 'subjects' is in some sense artificial. The same text can often be used for many purposes such as developing language skills, mathematical abilities or social awareness; it can also be used for logical thinking, analytical skills and inferencing.
5. The curriculum should be dynamic. It should not be confined to the prescribed textbooks only. It must embrace the world outside the school as well as the creativity of the child and the teacher.
6. Decentralisation of all aspects including academic work and administration should be at heart of all educational activities in the State.

### **What is Curriculum framework?**

It is a plan that interprets educational aims vis-a-vis both individual and society to arrive at an understanding of the kinds of learning experiences schools must provide to children. The curriculum framework document provides direction to take up various educational activities, development of syllabus and textbooks etc.

Curriculum is a set of planned activities which are designed to implement particular educational aim – set of such aims in terms of the content of what is to be taught and the knowledge, skills and attitudes which are to be deliberately fostered, together with statement of criteria for selection of content, and choices in methods, materials and evaluation.

The curriculum is a source of everything that is done in classrooms and schools towards children's education. It tells us what is worth teaching, how much should be taught and in what sequence, with what methods and materials, how learning should be assessed, teachers prepared and schools monitored. Curriculum is the source of all works related to education.

### **What is Syllabus?**

Syllabus refers to the content of what is to be taught and the knowledge, skills and attitudes which are to be deliberately fostered with state specific objectives.

### **Process of Developing SCF -2011**

SCERT is expected to review school curriculum as a regular activity ensuring the highest standards of rigour. National Policy of Education 1986, National Curriculum Framework 2005 and Right to Free and Compulsory Education Act 2009 assigns a special academic role to SCERT in preparing and promoting State Curriculum Framework. As part of development of State Curriculum Framework, the curriculum committee examined the major challenges and concerns being faced by the school education system in the state. A high-powered Advisory Committee was constituted. It was decided to develop a Curriculum Framework document along with 20 Position Papers in different domains of knowledge. National and State level

experts from different universities and institutions and teachers, teacher educators and NGOs were involved in the process. Huge curriculum load in terms of information loaded textbooks, ineffective methods of teaching learning processes, memory based examinations etc. warranted for improving the existing situation by way of undertaking curricular and examination reforms. This document lays the foundations of a completely fresh perspective on the education of children keeping their potential to learn at the heart of curriculum planning.

### **SCF 2011: Key Principles**

It is required to focus on systemic factors that will address major assumptions, beliefs and attitudes in the system and improve the educational practice with appropriate transformation. The committee formulated the key principles for state curriculum framework. In this regard the guiding principles formulated under NCF-2005 were considered in addition to certain other principles to address the existing challenges. Following are the key principles of the A.P. state curriculum framework.

- keeping the potential of the child to learn always in focus,
- respecting the systems of knowledge such as languages children bring to school,
- connecting knowledge to life outside the school; children should not feel that
- ensuring that learning is shifted away from rote methods and the focus should be on interactions, project work, analysis etc. what they are learning at school has no relevance to their lives,
- enriching the curriculum to provide for overall development of children rather than remain textbook centric,
- making examinations more flexible and integrated into classroom life; more focus on assessment for learning than assessment of learning,
- promoting social constructivism, issue-based curriculum and critical pedagogy across curricular areas,
- nurturing towards flora and fauna and respect for bio-diversity and social diversity, respect to the work shall be promoted as a part of school curriculum.

\* \* \*

### **3. Social Studies - Curriculum**

#### **A) Changing Societies and Social Science Teaching**

Our children are growing up under rapidly changing conditions consequent upon the process of globalisation and deeper penetration of market in the lives of people. These processes simultaneously open possibilities for personal advancement and social mobility while also posing serious challenges to the livelihoods of people.

Andhra Pradesh has been deeply affected by these developments in recent years. We are witness to the burgeoning of new urban centres which are focal points for international investment, the massive growth of the service sector (including the Information Technology sector) and the simultaneous phenomena of acute farm distress leading to farmer suicides and unbridled exploitation of our natural resources leading to long term environmental degradation and loss of traditional livelihoods for people.

Scholars like Amartya Sen maintain that education is a key to successfully coping with these challenges and potentials. Globalisation, while rapidly rendering many traditional livelihoods unviable, opens up tremendous possibilities for educated and skilled persons for personal advancement. At the same time for the vast masses access to resources and livelihoods requires effective use of democratic processes and legal provisions. This too can be effective only when meaningful school education is available to all.

In the post independence era policy makers saw school education as a major instrument of nation building and achieving objectives like equality, justice and sustainable development enshrined in the Preamble of the Constitution. These purposes have also assumed a new meaning and urgency under the current conditions where collective national identities are being eroded and we seem to be moving away from the goals of equity and social justice. The earlier task of reducing social inequalities based on caste, gender, class, region and physical capabilities and establishing rule of law remains grossly unfulfilled.

Set in this context Social Science Education has to enable the future citizens to understand and address many of these challenges. Social Sciences will particularly be important in enabling the students to understand their own lived experiences in the context of global developments, to understand the formation of their multiple identities as citizens of a pluralist nation, develop frameworks for handling diversity and inequality in society, besides acquiring skills of social analysis. Such a training accompanied by an orientation to approach the problems of diverse social groups with empathy and concern will enable our children to work out creative and humane solutions to the problems facing them.

Social Sciences have been undergoing major paradigm shifts from the earlier positivist moorings to development of critical methods accommodating multiple perspectives. It is a matter of satisfaction that many academic institutions based in Andhra Pradesh and intellectuals from Andhra Pradesh have made significant contributions to this transformation of Social Sciences. It is time to harness this positive resource to transform our school education.

Pedagogy in general and social science pedagogy in particular too have been radically changing. Instead of visualising the class room as a place for mere transfer of definitive package of information we are moving towards enabling children to build their own concepts and understanding through guided exposure to materials and questions. As children from more and more diverse social backgrounds come to the school, they bring very rich and diverse experience of social reality and perspectives drawn from their own social backgrounds. This nascent understanding of children needs to be nurtured through careful exposure to other experiences and by posing challenging learning situation for them. The subjectivities of the child needs to be nurtured and developed while at the same time helping them to come to terms with wider experiences, understanding and questions.

Such a pedagogy requires that the curriculum be designed keeping in mind the context of the learners. Given the fact that the contexts vary between different cultural and geographic regions like Rayalaseema, Telangana, Coastal Andhra and the Easter Ghats, and even within the regions the challenge before the Social Science curriculum designers is to address these variations while at the same time conforming to more universal curricular objectives. Contextualisation should not be taken to mean that only the immediate world of the children should be the subject of study. Rather, attempts should be made to help children understand their own world and the larger world through constant comparison and reflection over the similarities and differences. At the same time, issues of major concern in the immediate world of the child should be addressed in the curriculum. This requires both sensitivity to major regional social issues in the text books and also space for the teacher to take up issues of local and topical importance while teaching in the class.

As a part of Social Science Teaching we need to develop special skills relating to the deciphering information and perspectives encoded in different media - narratives, visuals, tables, maps, graphs and pie charts. Equally important is to enable children to critically question the information so provided and assess its value and limitations.

Social Science Teaching also needs to break out of text book centering to include a wide variety of experiences like survey, discussions with people of diverse backgrounds, collective action etc.

## **B) Feedback on existing curriculum, syllabus and textbooks**

Social Science is presently taught as a component of Enviromental Studies from class three to five and as a separate subject in upper primary and secondary stages. Even though it is treated as one subject, it is in fact broken into four distinct components of History, Civics, Economics and Geography. At the secondary and higher secondary levels Sociology too is taught as a separate subject.

Over the years significant progress has been made in developing text books for these subjects and in deploying teachers in the schools. To a very large extent the old colonial and communal biases have been weeded out of these text books though much still remains to be done to address caste, regional and gender biases.

Yashpal Committee had recommended as early as 1993 that the information and concept load in the text books be reduced and efforts be made to develop child's ability to analyse socio-political realities. It had also called for a radical review of Civics teaching which it considered was a legacy of colonial attempts to create conformist and docile subjects. The National Focus Group on Teaching of Social Sciences as a part of the National Curriculum Framework 2005 too has made extensive recommendations for reforming the Social Science Curriculum. Significantly it has called for a greater focus on issues of equity, social justice and dignity with a special emphasis on gender issues.

A review undertaken by SCERT of Andhra Pradesh indicates that the teaching of Social Science in the state at present requires a radical rethinking. There is a general feeling that is an unimportant subject which is both uninteresting and has little career opportunities. Curriculum and syllabus are not in consonance with the interests and capabilities of the students. The relevance of the subject matter to the child is not brought out by engaging with the local context or the child's social experiences.

School teachers have time and again pointed out that while for formal purposes (allocation of teaching time and exam marks) Social Sciences was treated as one subject, the syllabus designers treated it as three or four subjects and sought to go by the demands of the discipline. This placed immense pressure on text book writers who ended up writing synoptic and cryptic chapters with no space for image formation, concept formation, or analytical thinking. All this only compounded the problem of students alienating them from the subject. There is a pressing need to reduce the content load in the curriculum by rationalising the syllabus and addressing upfront the issue of integrating the different subject areas in one common framework.

Text books are treated as the only source of information to be transacted and as such local experiences as seen by children or other adults of the community have no place in the class room. Even within the text books the treatment of subjects is archaic and does not take into account the recent developments in the concerned disciplines.

The textbooks consider all knowledge needs to be narrated through written word alone without recourse to other modes like visuals or charts or activities. This makes them unattractive to children. The textbooks are bulky, unattractive with poor quality paper and print. As such, the book does not satisfy the visual senses of the students.

The role of active participation of the student in curriculum transaction is either absent or very limited making students passive receivers of information without reflecting their own ideas or experiences. There is little chance for the student for identifying themselves with what is being learnt. The books do not provide any scope for activity based learning, self-learning and continuous comprehensive evaluation.

At the middle and high school level the teacher has a complex role of designing the teaching activity keeping in mind the learning potentials of the children and the nature of the subject they are teaching. Teacher and teacher preparation are not aligned to the role they are expected to play in the class

room. Most teachers do not have the requisite graduation background in subject areas like history, geography, economics, political science, etc. In the absence of scope for professional enrichment opportunities like seminars, conferences and workshops teachers find it difficult to cope with the changing nature of the subjects and their pedagogy.

As a consequence of poor teacher preparation, classroom transaction is mostly dull and teacher or text book centered with larger orientation to examinations. The philosophy of constructivism is not followed and hence has little scope for development of capabilities and skills among students. Utilization of local and community resources is very minimal and the attempt for making the learning activity meaningful to the student is also weak.

Resources available in schools: Several sets of maps and globes have been supplied to all the schools in Andhra Pradesh under the Sarva Shiksha Abhiyan. Each class in primary and middle schools have a class room library of about 60-100 books. About 40% of middle schools have a few computers too. It is necessary to strengthen these class room libraries to include atlases and books on social science themes. The computers available in the middle schools may be more effectively used by giving them Compact Discs of films, encyclopaedias etc.

Evaluation: Evaluation continues to be quite traditional with undue emphasis on rote learning and terminal exams. There is a dire need to shift to continuous and comprehensive evaluation and evaluation in accordance with the objectives of social science teaching.

### **C) Nature of Social Sciences**

A number of disciplines (like history, geography, economics, political science, etc) each with their own distinct methodologies and perspectives constitute Social Sciences. While respecting the distinctiveness of each, it is also necessary to develop inter-disciplinary perspectives to arrive at a holistic understanding of social issues. It is for this reason that the National Focus Group has recommended the incorporation of themes that are designed to encourage the use of inter-disciplinary approaches.

Before we take up the specific contributions of the constituent disciplines a brief consideration of the social sciences as a whole may be useful. Social Sciences study different aspects of human life to understand social phenomena and also to help us determining normative priorities and policies. They therefore cannot be divorced from the debates on 'what ought to be'. Thus Social Sciences strive to simultaneously nurture subjectivities and a broader impersonal vision of the world. It seeks to foster thus sensitivity and empathy on the one hand and a high degree of rigour in studying social issues. They study society by using rigorous methods which are both quantitative and qualitative. In quantitative approach social phenomena are studied through quantifiable evidence where in statistical procedures are adopted to create valid and reliable findings generalisations are made after studying many cases. In qualitative approach social phenomena are studied through direct observations, direct and indirect interaction with participants, analysis of texts and documents etc.

The methods employed range between surveys or cross-sectional studies of larger sample to in-depth analysis of individual units, comparison across time and space, monitoring of contemporary issues to interrogation of historical documents.

Traditionally Social Sciences promoted determinism and typification and stereotyping. Geographic determinism or economic determinism, stereotyping of communities and even countries has been hall marks of social science teaching. These need to be discarded in favour of a more open approach which allows multiple causal explanations.

Another important feature of social sciences is that they always advocate multiple perspectives approach as human phenomena cannot and should not be understood from only one point of view. Any social phenomena affect people differently depending upon their social standing. Thus multiple perspectives approach gives voice to diverse points of view. In doing so it can be said to operate on a democratic principle. Multiple perspectives approach is more holistic and comprehensive as identification and utilization of various sources / points of view will help in development of analytic and critical thinking.

Since Social Sciences involve such a high degree of subjectivity built into their inquiry, it is imperative to critically examine the subjectivities that shape them. Thus an important part of social science inquiry is an inquiry into itself, ie an inquiry into the history of the disciplines themselves.

While Social Sciences have the common characteristics outlined above, the different disciplines coming under it have developed vibrant and divergent methodologies and perspectives. The very idea of grouping them together under the nomenclature of 'Social Sciences' is a rather recent one. As such we need to consider the specific aspects of each of these disciplines before we proceed to discuss the teaching of Social Sciences.

**History:** History as a discipline focusses on understanding social change over time and not only seeks to explain that change but also to understand how the change affected different social groups differentially and how that change was perceived and portrayed down the ages. Since history seeks to uncover the past by interpreting the sources of information, it places great value upon critically evaluating and using the sources of information. Needless to say as a construction of the past, history has an important role to play in the formation of identities in the contemporary world. It therefore becomes a bone of contention between different conflicting socio-political groups. This certainly helps to enrich the debates in history and our understanding of the past provided we realise that each one of us has multiple identities which need to be both critiqued and respected. Such identity formation has to be tempered by the use of critical methods of looking for evidences and evaluating them according to accepted standards of the discipline. Thus history teaching should incorporate both an account of change over time and also how and why history is written in multiple ways.

While teaching history a healthy balance between local, regional, subcontinental and global histories needs to be maintained. There is great potential in local history, which has not been tapped in our history teaching for fear of local chauvanism. However it is time we abandoned this fear and come forward to study the history of the immediate social world of the students using critical methods. This will also enable us to broaden the issues discussed in history to include communities, settlements, technologies, cultures and folklore besides the conventional political and socio-economic themes.

**Geography:** Geography seeks to understand spatial patterns in social phenomenon in general and to explain spatial variation. An important component of this investigation is the relation between the natural environment and society. In the past these relations were seen as immutable and determined by the natural environment. Over the last century these views were questioned on the ground that the relation between nature and societies have constantly undergone change and nature only offer possibilities and does not determine social action and that social intervention can change the natural environment in significant ways. A counter view also emerged that with globalisation, spatial differences will cease to have any significance as we will inhabit a very uniform 'global village'. This has been questioned by several geographers who maintain that globalisation too creates new patterns of spatial differentials and inequalities and subordinations as metropolitan centres seek to access the resources of non-metropolitan regions. This has brought geographic studies of regions and regional development to the fore once again away from its previous focus on resource distribution and physical determinism. Geography has thus been transformed into a dynamic Social Science discipline with immense contemporary relevance.

Investigation of the dynamic relation between natural environment and human societies, relations within a society, and the relation between societies inhabiting different regions opens up immense possibilities of moving back and forth from the immediate environment of the child to the global world.

Spatial variation is typically depicted on a map and the skill of interpreting and making maps of varied kinds is essential part of the training that geography education provides. However, maps need to be seen more than a mere skill of depicting information. Cartography is deeply embedded in the history of Geography and its social contexts. The major drive behind mapping the entire earth comes from the colonial need to access resources of the entire earth and gain control over all the peoples of the world.

**'Social-Political Life':** This is a relatively a new theme in school curriculum which seeks to provide inputs to the budding citizens to understand the socio-economic and political world in which they live in. It thus draws from a number of Social Science disciplines like sociology, economics, political science etc. It also takes up the major challenge of addressing normative issues like plurality, equity and justice. It thus combines in itself a dual objective of developing basic tools of social, political and developmental analysis and fostering the humanist values enshrined in the Constitution of India.

The general tendency to preach normative values in simplistic discourses is highly inadequate and can only foster cynicism in children. Any discussion of the norm needs to be accompanied by a discussion of actual social realities and problems in realising the norms. Such a critical engagement with the norms along with positive examples is essential for fostering a realistic and hopeful attitude among the students.

**Economics, Political Science and Sociology:** These disciplines are introduced as separate subjects at the Higher Secondary stage for those who opt to study them. They are expected to provide preliminary introduction to these subjects which will enable them to pursue them in graduation in greater detail.

## **D) The Teaching of Social Sciences - Towards an Integrated Approach**

While at the Primary stage Social Sciences are taught in an integrated manner as a part of Environmental Science, in Upper Primary stage it is usually taught as three or four subjects - History, Geography, Economics and 'Civics'. As noted above the National Curriculum Framework advocated a reworking of 'Civics' and the NCERT have accordingly redefined the subject as 'Social and Political Life' incorporating aspects of Sociology, Political Science and Economics focussing on citizenship studies. In the High School stage all these are taught as distinct subjects. Students are expected to select streams of their choice in Higher Secondary stage and specialise in fewer subject areas. The National Focus Group suggested that while the existing disciplinary orientation may be retained, there is a need to make the boundaries between disciplines more porous. Wherever there is overlapping of the disciplines integrated approach must be adopted as there is a need for interlinking and cross referencing of different areas. To make the subject more relevant, meaningful and interesting for the child thematic approach should be taken up.

As pointed out above in the section on feedback from teachers, there is an urgent need to address the issue of integration of the subjects at the Elementary School level. Adoption of the discipline centred syllabus forces the adoption of a structure as dictated by each of the subject areas. An alternative approach is to take up themes like family or agriculture and treat them in a multi-disciplinary manner - going into their histories, geographic underpinnings or variations, institutional processes etc. However, multi-disciplinary approach needs a prior training and background in the different disciplines. Thus to understand how the institution of family has evolved over tribal, caste, colonial and modern contexts, one needs a minimum background in these themes. What is suggested here is therefore an eclectic approach for the Elementary School level, which uses an integrated thematic organising principle while retaining the disciplinary orientation within the chapters. We may retain the disciplinary framework at the High School and Higher Secondary levels.

### **The themes for the Elementary School Level can be as follows:**

- Diversity on the Earth - Landforms and Climates
- Production, Exchange and Livelyhoods
- Governance
- Social Organisation, Inequities, Deprivation and Social Movements
- Religion & Society
- Culture & Communication

**The issues for the Secondary school level can be as follows :**

- Our Earth - International structure, different realms.
- India - Relief features, climate, rivers, water resources, agriculture, industries, resource development, production, employment, service activities, people - settlements, migration.
- Financial system - credit
- Prices and cost of living
- Government Budget - Taxes
- Globalisation
- Food security
- Sustainable development with equity.
- Contemporary world, India (from 1900 to 2000), world between world wars, Indian National movement, framing of Indian constitution, Independent India, Emerging Political trends, Social Movements.
- World before centuries - changing cultural traditions in Europe (1300-1800), Democratic and Nationalist Revolutions (17, 18, 19 centuries) Industrialisation, social protest movements, social change, colonialism, expansion of democracy, human rights, women protection acts.
- Disaster management
- Traffic Education

Within the above broad thematic areas we can select issues drawn from different disciplines. For example, within the theme of 'Diversity on the Earth', we can not only try to understand the diverse landforms and climates but also how societies have interacted with this in different ways over historical time. Likewise, within the theme 'Production, Exchange & Livelihoods' we could study how production or exchange was organised in stone age or in medieval times besides also looking into regional patterns in contemporary production.

It is suggested that such an eclectic integrated framework may be followed for the Middle School classes (ie class six to eight), and we may adopt a more discipline based framework for the secondary classes (class nine and ten onwards).

A major issue curriculum and syllabus designers have to engage with is selection of themes and issues for school level study. The explosion of knowledge and the fear of being left behind if we do not keep up with it, the concerns of the contending social movements and interests etc exert substantial pressure to include a very large range of issues, far beyond the capability and interests of children. This trend needs to be checked and it should be kept in

mind that we are now only training children to think and develop frameworks to assimilate diverse social experiences. Excessive burdening of content will only deflect us from our objectives. However care needs to be taken to represent issues of the marginalised and poor and also to develop a balance between the local, the regional, the national and the global.

### **E) Broad Objectives of Social Science Teaching**

- i. Develop skills of reasoning and exploring causation in social context
- ii. Relate the immediate social developments to broader global trends and the vice versa
- iii. Understand variety of human experiences across time and space
- iv. Understand multiple perspectives of looking at social world
- v. Understand the differential impact of social phenomenon on different sections of people
- vi. Develop the ability of critically evaluating received information, hypotheses and images
- vii. Develop abilities to handle text, data, illustration i.e. different modes of representing/ interpreting/ visualizing information and knowledge
- viii. Critically engage with social and constitutional values.

### **History**

- i. Understanding the process of change in society
- ii. Develop a causal understanding of how and why societies change
- iii. Understand how change affects different social segments differently
- iv. Understand how the study of past is a necessary part of our identity formation
- v. Understand how identity formation influences the way history is reconstructed
- vi. Understand the significance and scope for human agency in history.
- vii. Imbibe the critical methods used to understand the past using sources
- viii. Understand that the social context of history writing influences the way the past is reconstructed and communicated.

## **Geography**

- i. Understand the dynamic relationship between human societies and the natural environment
- ii. Understand the physical ordering of space into natural regions and how societies have transformed them
- iii. Understand social spatial relationships like the relation between colony and metropolis.
- iv. Open up before the children the wide variety of human experience across the globe and at the same time develop a fellow feeling for all human beings.
- v. Develop an understanding of the social and historical context of geographical inquiry
- vi. Develop skills like map making and reading, using instruments like scale, rain guage, thermometer etc. and understanding their role in the evolution of geography.

## **Objectives of Teaching Social & Political Life**

- i To give an introduction to methods of socio-economic analysis
- ii To introduce children to basic constitutional values and objectives
- iii To develop an understanding of democratic polity and rule of law
- iv To develop methods for comparing the normative or ideal with the actual reality in the field
- v To give an exposure of diversity of human experience of people from different walks of life
- vi To take a considered view of controversial issues rather than avoiding them

## **F) Social Sciences and other subjects**

Many of the skills of Social Sciences derive from Language abilities - specially the ability to read, comprehend and engage with texts, the ability to express ones own thinking succinctly using the right conceptual vocabulary, the ability to formulate questions, to elaborate an argument or summarise a view point. Similarly the ability to describe a visual and express opinion about it or dramatise a complex human situation or to express a text in the plastic medium (clay models etc) are an essential part of Social Science education.

Quantification is likewise important in social sciences, especially in Geography and Economics. Likewise skills of measuring area, height, temperature, rainfall etc are crucial to geography.

The skills of logical reasoning, verification, etc so much a part of scientific thinking are also vital to Social Sciences.

\* \* \*

## 4. Understanding the Academic Standards of Social Studies

Social studies text books are designed not just to give information but they are designed for construction of knowledge among the children. Since different activities like individual activities , group activities , discussions, drawing diagrams, reading tables and analyzing are given prominent place in teaching learning process they will develop critical and logical thinking.

Academic standards in social studies are fixed on the basics of the resolutions made in position paper of social studies, NCF 2005, APSCF 2011. The teaching learning activities are to be conducted by dividing the class room time in the planed manner in order to achieve the six academic standards of social studies. But keeping academics standards in mind we should ask such sort of questions which will provide an opportunity for the child to think from different perspectives and answer. we should give questions which promote divergent thinking it means if we ask all the children the same question they think differently and answer differently. This type of questions can make realise the expected academic standards. There is no such rule as to chive all the academic standards in one class .communication skills must be developed by conducting projects, fieldtrips , interviews etc. These communication skills are very essential when they are collecting the information. Let us know the academic standards which are required.

### **Academic standards**

- I. Conceptual understanding
- II. Reading the given text, understanding and interpretation.
- III. Information gathering processing skills
- IV. Reflection on contemporary issues and questioning
- V. Mapping skills
- VI. Appreciation and sensitivity

Let us have detailed discussion on the above.

### **I. Conceptual understanding**

The students should be able to understand and explain the key words and key concepts, showing reasons, classifying, giving examples, compare, differentiating, analyzing, predicting, explaining etc. will come under the conceptual understanding. The pupil can explain the incident he/she has seen .the work he/she has done in his own words. The pupil can think logically when he is listening to somebody. The pupil can recognize the relationship among the different aspects that he has observed The pupil can state the characteristics of an object or thing he/she has observed, classify it and can compare and differentiate it from others. The pupil can say the main points from the topic which he has listened.

### **How should we develop conceptual understanding?**

Conceptual understanding is developed by discussing the questions given at the end of the topic in groups.

eg1. How are the maps useful to the army at the time of war?(pg. 8 of class 8<sup>th</sup>)the children discuss this type of questions in groups and write the answers.

Eg2. What differences do you find between Nilagiri trees -tea plants and gardens-forests? Discuss in class.(pg.57 of class 8<sup>th</sup>)a part from discussion the following activities can be conducted to create conceptual understandings.

- Observing pictures and discussing
- Understanding the concepts by reading
- Different offices e.g. Understanding different concepts like police station, court, through observation.
- Doing projects and presenting them in the class.

### **How does the teacher help the children? (Role of the teacher)**

The teachers should not make the children depend on them for information. They should encourage them to learn independently.

The activity should be designed in such a way that they create concepts in the minds of the children.

The teacher should encourage the children to question, to take up group activities and to discuss in groups.

They should not discourage the children when their responses are irrelevant. They advise them to think in a right way if necessary the teacher should participate in the discussion.

After completing field trips, interviews and projects based on their own experiences opinions and analyses. After completion of the above they should to present it and appreciate them in the class.

#### ***Let us observe some examples.***

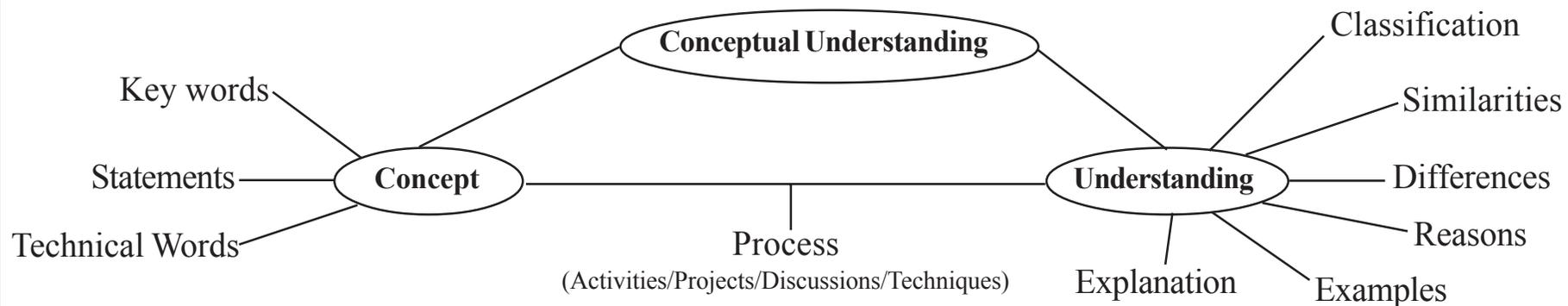
Page 48 in class 8: Based on what you studied about equator regions in Class VII how is polar region different?

Class 8: How did the cheques simplify the exchange of money?

Page 58 in class 8: what is the reason for the tribal people no paying the taxes imposed by the government?

Class 8: State the different landforms and classify them.

Give examples for herbivores. ( class 8)



Every child has long term and short term memory. The topic that they are discussing should be connected to long term memory through short term memory. The students actively in discussions participate in teaching and learning activities, share their experiences. So, they can construct knowledge on their own. It becomes a meaningful learning and active learning because the child involves in it completely and willingly.

## II. Reading the given text, understanding and interpretation

The child should interpret the text given to him on the basis of his/her experiences on different situations after reading and understanding the given text.

The government runs the ration shops, supplies the food grains (through public distributions system) and pays at subsidized prices. (page 130 in class 9)

Is it justifiable to give subsidy to the poor? How?

The teachers should the pupils to give their opinion. It should be like mechanical response but should be like comment on the basis facts.

Another example is that polluting the air, water and soil with toxicants and industrial wastes. Several industries use metals and toxic chemicals. These toxin wastes released by the industries are mixed in the rivers. As a result, the proportion of pollutants in rivers is increasing. The mercury and other chemical toxicants enter the bodies of micro organisms and in the water. They are transmitted into the human bodies through fish when they happen to eat them. There is a possibility for this mercury levels increase to such an extent that it will harm the human health.

1. What are the harmful effects of pollutants released by the industries? Do you agree with the aspects given in the paragraph?
2. What opinion have you got after reading about Asim in page 99 and 100 (class 9)? Write in your own words.

Generally we read articles from news papers, and magazines and comment on them. These academic standards are like that.

### III. Information gathering and processing skills

It is necessary to gather required information. It should be tabulated in a systematic manner keeping the analysis in mind. Reports are to be made after reading, analyzing and conforming the information tables. The children cultivate the habit of questioning, speaking and working together in groups.

A project is a whole-hearted purposeful activity proceeding in a social environment. The children explore experiment, collect necessary data on a given topic and understand it in a natural learning situation. It is a voluntarily undertaking which involves constructive effort or thought and eventuates into objective results. The main focus of this strategy is socializing the child and developing the problem solving ability.

The project is an amalgam of all the five aspects such as gathering information, recording, analysis, preparation and presentation of the report. We can do the information skills in the following manner.

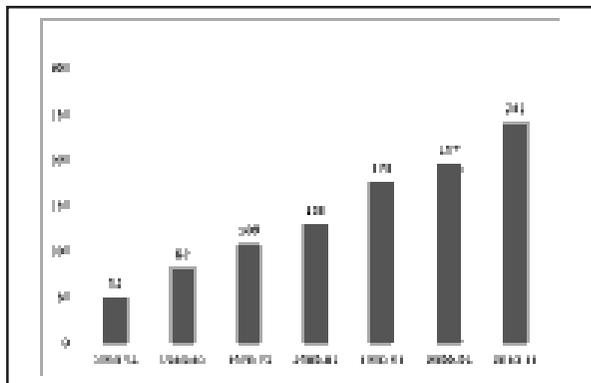
E.g: 1 Text to table 2. Table to questions 3. Table to graph. 4. Graph to questions. 5. graph to table 6. Graph to text. 7. Text to graph.

e.g.

#### 1. Prepare a list of crops grown in your area and arrange them in a table given below.

Sl. No.	Types of crops	Crops
1.	Main crops	
2.	Pulses	
3.	Oil seeds	
4.	Commercial crops	

#### 2. Production of food crops



**Observe the above graph and answer the questions given below**

- How many million tons of food grains have increased from 2000-01 to 2010-11?
- In which decade is the percentage of increase in production is high?
- Approximately how many times did the production increase from 1950-51 to 2010-11?

The questions should not reflect only aspect. But the questions should be set in such a way that they are covering different angles of the concept and there should be scope for analysis.

### **3. Change in handloom units**

<b>Change in the handloom units</b>		
<b>State</b>	<b>1988</b>	<b>2009</b>
Andhra Pradesh	5,29,000	1,24,700
Gujarat	24,000	3,900
Karnataka	1,03,000	40,500
Maharashtra	80,000	4,500
Madhya Pradesh	43,000	3,600
Punjab	22,000	300
Tamilnadu	5,56,000	1,55,000

**Read the above table and answer the following questions**

- In which state has the number of handloom units decreased?
- Which are the states that have highest and lowest number of units in 1988?
- The number of units did not increase in any state in 2009. Do you know why? Analyse it.

### **IV. Reflection on contemporary issues and questioning**

The children have to understand the lessons deeply and critically and acquire the knowledge to solve the problems they encounter in their real lives. The children get benefitted only when they analyze the contemporary issues instead of confining themselves to the text book lessons. They can anticipate the consequences. They can apply the values to their personal life. They can express their opinion on contemporary issues.

What is the importance of responding and question the contemporary issues?

School should be connected to the issues related to daily life. The incident related to a particular period must be correlated to the class room while teaching a lesson. The children should be encouraged to question. While they are discussing the life style of a particular region they should be asked to compare it with the life style of their region so that contemporary issue can be questioned. When they are discussing the democratic movement in Myanmar, they should be encourage questioning, thinking deeply and reflect on the democracy in India.

E.g. Class 9, lesson 24: ‘ Road safety education. ‘While teaching this topic the children discuss the accidents in Hyderabad city. They should be made to question. What are the reasons for the significant increase in accidents at that particular point of time? They should also be encouraged to raise other questions.

In class 9 lesson 15: ‘Industrialisation and Social Change. While teaching this chapter we discuss the condition of child labour in India in page 193. They should be encouraged to question the conditions of child labour and ask to speak about child labour in their area.

Class 8, lesson 7: ‘Money and Banking’. While teaching Money and Banking and speaking about Rahim, Leela, and Santa we have to ask them to say if there are any such conditions in their area. Discussions should be initiated on their condition.

#### **V. Mapping skills.**

Diagrams, pictures and maps are given in social studies text book. They are provided not for attraction but to read, discuss and speak about them. They are helpful to understand the concepts easily.

#### **There are 3 aspects in mapping skills**

- Map drawing
- Map reading
- Map pointing

#### **How to develop map drawing skills?**

Colourful maps are given in the text books. They can be made to read and write different aspects about different places.

- They can be made to recognize rivers, routes of transport and different places.
- They can be made to analyse crops, minerals industries etc. with the help of signs and symbols.
- They can be made to recognize/read political maps analysis, boundaries, bordering districts/states and expansion empires.
- They can be made to do activities with the help of atlas and wall maps.

### **E.g. Map drawing**

Draw the outline map of India.

### **Map Reading**

- Identify the regions in Italy. Page 145, lesson 12 of class 9.
- What are the islands shown in the map?
- Name the different cities and towns in Italy.

### **Identifying maps**

Identify the following iron and coal industries in the map of India.

- a. Bhadravathi      b. Bhilai      c. Rurkela      d. Bokaro      e. Jemshedpur

### **VI. Appreciation and sensitivity**

This academics standard can be achieved by inculcating activities and characteristics like working groups, respecting the opinions of others, questioning freely and helping people in need.

#### **What should the teachers do achieve this academic standard?**

Make the children to prepare slogans, posters and pamphlets on different problems to express their reflections.

- Make them write letters to news papers and officers analyzing different problems.
- Promote constitutional values such as liberty, equality, fraternity, justice, national integration etc.
- Encourage them to participate in meetings and seminars.
- Promote life skills.
- Develop the attitude of appreciating the people and neighbor who have done good deeds.
- Promote the human values like love and compassion.

While discussing topic different images in the minds of the children. Make them write down or say those images orally.

E.g. Questions

1. How should we honour the artists?
2. In lesson 21 of class 8: What is the condition of the artists now a days?
3. Preparation of pamphlet as to what to do to achieve communal harmony in your area. (Class 8, lesson 20)
4. Write two slogans on the concept of “equality.” (Class 8, lesson 13)

Academic standards are meant not just to give questions in exam papers and questioning them at the time exams. The teachers have to identify which academic standards are mentioned and where it is mentioned and keep them in mind while teaching social studies. They should think where contemporary issues are to be discussed.

They should plan thoroughly on which aspects are to be focused in mapping skills and information skills and what point of time. By the time, they complete the lesson they should to it that all the 6 academic standards are discussed. Assessment is meant not just to know what the child has learnt but they should bear in mind that it promotes further learning.

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## 5. Syllabus and Concepts at Elementary Level (Classes 6-8)

### A) Class wise Syllabus and Concepts (Classes 6-8)

#### Class VI

#### Theme I : Diversity on the Earth

Lesson / Chapter No.	Lesson Name	Key Concepts	Teaching Learning Strategies	Resources for Teaching & TLM
1	<b>Reading and Making Maps</b>	<ul style="list-style-type: none"><li>• District Map</li><li>• Sketch Map</li><li>• Directions, Scale on a Map</li><li>• Symbols : Tree, Tank, Temple, Road etc.</li></ul>	<ul style="list-style-type: none"><li>• Mind mapping - map directions</li><li>• Visit a village/colony/school</li><li>• Activity – Directions</li><li>• Observation - sunrise and sunset</li></ul>	<ul style="list-style-type: none"><li>• Map for showing directions</li><li>• Sketch map of a village, school</li><li>• Photograph of a Dam.</li></ul>
2	<b>Globe – A Model of the Earth</b>	<ul style="list-style-type: none"><li>• Earth is a Sphere</li><li>• Oceans and Continents</li><li>• Directions on the Globe</li><li>• Latitudes</li><li>• Longitudes</li></ul>	<ul style="list-style-type: none"><li>• Field trip – planetarium</li><li>• Visit</li><li>• PPT</li></ul>	<ul style="list-style-type: none"><li>• Globes</li><li>• Chart for showing Latitudes and Longitudes</li><li>• World map</li></ul>

3	<b>From Gathering Food to Growing Food – The Earliest People</b>	<ul style="list-style-type: none"> <li>• Gathering Food and Hunting</li> <li>• Stone tools (Case Study Kurnool Caves)</li> <li>• Fire</li> <li>• Nomadic Life</li> <li>• Painting, Shared Living</li> <li>• Learning to grow Crops and tend Animals</li> <li>• Domestication, Settled Life</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping - Food habits</li> <li>• Discussions</li> <li>• field trip – Museums</li> <li>• Story telling</li> <li>• Telling incidents</li> </ul>	<ul style="list-style-type: none"> <li>• Charts (showing different stones)</li> <li>• AP map</li> </ul>
4	<b>Land Forms of Andhra Pradesh Part – A</b>	<ul style="list-style-type: none"> <li>• Hills</li> <li>• Plateau</li> <li>• Plains, Delta</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping - Land forms</li> <li>• Classroom workshop - mapping skills</li> <li>• video clip - land forms - walk</li> </ul>	<ul style="list-style-type: none"> <li>• AP Physical map</li> </ul>
	<b>Part – B Penamakuru – A Village in the Krishna Delta</b>	<ul style="list-style-type: none"> <li>• Soils</li> <li>• Rainfall and Irrigation</li> <li>• Crops</li> <li>• Irrigation, Market and Changing Crops</li> <li>• Houses</li> <li>• Animal rearing <ul style="list-style-type: none"> <li>- Road Transport and Markets</li> <li>- Availability of Labour</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Village Resources.</li> <li>• Observations – irrigation, market, transport.</li> <li>• Discussion – Agriculture, crops.</li> </ul>	<ul style="list-style-type: none"> <li>• AP Physical map</li> <li>• Crop charts</li> <li>• Video clips</li> <li>• Land forms</li> <li>• Pictures</li> </ul>

5	<b>Salkam Cheruvu – A Village on the Plateau</b>	<ul style="list-style-type: none"> <li>• Deccan Plateau</li> <li>• Soils</li> <li>• Climate and Rain fall</li> <li>• Water Resources</li> <li>• Agriculture and Crops</li> <li>• Market</li> <li>• Other Sources of Livelihood</li> <li>• Road and Markets</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – Plateau</li> <li>• Discussion – Livelihoods.</li> <li>• Observation – Agriculture, livelihoods, crops.</li> <li>• Field trip - village Cheruvu</li> </ul>	<ul style="list-style-type: none"> <li>• AP Physical map</li> <li>• youtube -video clips</li> <li>• Pictures</li> </ul>
6	<b>Kunavaram – A Tribal Village in the Hills</b>	<ul style="list-style-type: none"> <li>• The Bison Hills</li> <li>• Podu Cultivation</li> <li>• Forest Products</li> <li>• Drinking Water</li> <li>• Bamboo – Products</li> <li>• Houses and Habitation</li> <li>• Customs</li> <li>• The Future of Konda Reddys</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – People of Hilly areas.</li> <li>• Discussion – forest products, life style of tribal people.</li> <li>• Discussion comparison &amp; differences of life style of people of plains, hills, plateau.</li> <li>• Interview - Hill area - people</li> </ul>	<ul style="list-style-type: none"> <li>• AP Physical map</li> <li>• Khammam Dt. map</li> </ul>

<b>Theme II. Production, Exchange and Livelihoods</b>				
<b>7</b>	<b>Agriculture in Our Times</b>	<ul style="list-style-type: none"> <li>• Venkatapuram – Agricultural Labourers in Groundnut Fields</li> <li>• Small Formers in Venkatapuram</li> <li>• Contract Farming</li> <li>• Small Farmers of Andhra Pradesh</li> <li>• Agriculture in Andhra Pradesh</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – Agriculture</li> <li>• Class room discussion - small farmers, big farmers</li> <li>• Field trip - Agriculture fields</li> </ul>	<ul style="list-style-type: none"> <li>• AP Thematic map of agriculture</li> <li>• Chart showing different crops of Kharif &amp; Rabi</li> </ul>
<b>8</b>	<b>Trade in Agricultural Produce – Part – A</b>	<ul style="list-style-type: none"> <li>• Selling Vegetables on street – Case Study of Gouri – A small Vegetable Vendor</li> <li>• Weekly Market (Santha)</li> <li>• A Case Study of dry Chilly Seller</li> <li>• Rythu Bazar in Andhra Pradesh</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping - Market</li> <li>• Observation - market/Raithu Bazar</li> <li>• Case study - Vegetable Vendor</li> </ul>	<ul style="list-style-type: none"> <li>• Price Index chart (Rythubazar)</li> </ul>

	<b>Part – B</b>	<ul style="list-style-type: none"> <li>• Agriculture Market Yard</li> <li>• Minimum Support Price</li> <li>• Selling to a Rice Miller</li> <li>• Selling through Brokers</li> <li>• Trading Paddy in Andhra Pradesh</li> <li>• Indebtedness and Selling Paddy</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Agriculture Market</li> <li>• Discussion - Merchants, Traders, Commission agents</li> <li>• Discussion - Indebtedness</li> <li>• Field trip - Market yard</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures and video clips</li> </ul>
<b>Theme: III – Political Systems and Governance</b>				
<b>9</b>	<b>Community Decision Making in a Tribe</b>	<ul style="list-style-type: none"> <li>• Tribes – Societies Where All People are Equal</li> <li>• Gond Panch and Patla</li> <li>• Village Headmen (Patla)</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – life style of Tribals</li> <li>• Discussion - Gonad Panch and Patle</li> </ul>	<ul style="list-style-type: none"> <li>• AP Political map</li> </ul>

<p style="text-align: center;"><b>10</b></p>	<p style="text-align: center;"><b>Emergence of Kingdoms and Republics</b></p>	<ul style="list-style-type: none"> <li>• The Ganges Valley 2700 years ago – from Janapadas to Mahajanapadas</li> <li>• Villages and Cities and in the times of Mahajanapadas</li> <li>• Kings, Army and Tax System</li> <li>• Magadha – a Powerful Kingdom</li> <li>• Vajji – a Gana</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – Rule of Kings.</li> <li>• Class room workshop - Locate Mahaj Map - Fill the tables.</li> <li>• Discussion - A Gana and Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>• India map - Mahajanapadas</li> <li>• Chart showing differences between gana and kingdom</li> </ul>
<p style="text-align: center;"><b>11</b></p>	<p style="text-align: center;"><b>First Empires</b></p>	<ul style="list-style-type: none"> <li>• Mauryan Empire</li> <li>• Ashoka, a Unique Ruler</li> <li>• Ashoka's War in Kalinga</li> <li>• Ashoka's Dharma Kingdom and Empires in the Deccan</li> <li>• How did the Headmen of some Clans become small kings?</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – Ashoka</li> <li>• Class room work shop – role play – Ashoka</li> <li>• Activities - collection of pictures /Gins - Mourya Empire</li> <li>• Role play - Ashoka</li> </ul>	<ul style="list-style-type: none"> <li>• India map - Empire of Ashoka Picture/Coins/Inscriptions</li> </ul>

12	<b>Democratic Government</b>	<ul style="list-style-type: none"> <li>• What does a Government do?</li> <li>• Types of Government</li> <li>• Democracy – Democratic Governments</li> <li>• Representative Democracy</li> <li>• Checks on elected Representatives</li> <li>• Equality and Democracy</li> <li>• Government at Different Levels</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – Government</li> <li>• Poster and brochures - Activities of Government</li> <li>• Discussion - Activities of Government.</li> <li>• Field trip - Assembly sessions</li> <li>• Model elections</li> </ul>	<ul style="list-style-type: none"> <li>• Chart showing newspaper clippings</li> <li>• India map - political</li> <li>• AP map political</li> </ul>
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13	<b>Village Panchayats</b>	<ul style="list-style-type: none"> <li>• Democracy at the Village level</li> <li>• Gram Sabha</li> <li>• Formation of Gram Panchayats – Gram Sabha <ul style="list-style-type: none"> <li>• Wards</li> <li>• Reservations in Gram Panchayats</li> <li>• Elections</li> </ul> </li> <li>• Sarpanch, Upa-Sarpanch and Secretary</li> <li>• Functions of Gram Panchayats</li> <li>• Funds</li> <li>• A Case Study of Jangamma, the Sarpanch of Hazipally</li> <li>• A Case Study – Gangadevipally Panchayat</li> <li>• Mandal and Zilla Parishad</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – Gram Panchayat</li> <li>• Model Exhibition - Gram Sabha</li> <li>• Success stories of Gram Panchayat's</li> <li>• Interview - Sarpanch / ward member</li> <li>• Poster - Works of Panchayats</li> <li>• Discussion – Functions of Panchayat</li> <li>• Observation – Visit to Gram Panchayat</li> <li>• Conversation with villagers</li> <li>• Uses of Panchayat.</li> </ul>	<ul style="list-style-type: none"> <li>• District map</li> <li>• Flow chart showing levels of local govt.</li> <li>• Chart showing functions of Gram Panchayat</li> <li>• Chart showing funds of Gram Panchayat.</li> <li>• Chart showing the names of Sarpanch and ward members.</li> </ul>
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14	<b>Local Self – Government in Urban Areas</b>	<ul style="list-style-type: none"> <li>• Formation of Municipalities – Bheemunipatnam Municipality – The Oldest Municipality</li> <li>• Functions of Municipalities</li> <li>• Funds for the Municipalities</li> <li>• Municipal Workers – Chinna and Nazma</li> <li>• Tenali Municipality</li> </ul>	<ul style="list-style-type: none"> <li>• Poster and broacher - works of Municipality</li> <li>• Interview &amp; Discussion - Municipal worker</li> <li>• Quiz - Government - Village Panchayat – Municipality</li> <li>• Mind Mapping – Administration of towns.</li> </ul>	<ul style="list-style-type: none"> <li>• District map</li> <li>• AP map</li> </ul>
<b>Theme- IV: Social Organization and Inequities</b>				
15	<b>Diversity in Our Society</b>	<ul style="list-style-type: none"> <li>• Diversity in Our Neighbourhood</li> <li>• Diversity in India</li> <li>• Study of Thar Desert and Sikkim</li> <li>• Unity in Diversity – Chirala – Perala Movement - A Patriotic Song</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping - Unity in diversity</li> <li>• Story /role play / mono action/ dramatization</li> <li>• Dialogue : Vegetable Suman and Student Suman</li> <li>• classroom work shop on real life situations</li> </ul>	<ul style="list-style-type: none"> <li>• India map – Thar Desert etc...</li> <li>• AP map</li> </ul>

<p style="text-align: center;"><b>16</b></p>	<p style="text-align: center;"><b>Towards Gender Equality</b></p>	<ul style="list-style-type: none"> <li>• Statement Regarding Women</li> <li>• Statement on the Nature of both Men and Women</li> <li>• Growing up as Boys and Girls</li> <li>• Sex Ratio / Fewer girls, Fewer Women</li> <li>• Differences in Literacy Levels</li> <li>• Access to Property</li> <li>• Employment</li> <li>• Unrecognized Work of Women</li> <li>• Things are Changing Now</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – works done by women.</li> <li>• Mono action</li> <li>• Class room workshop - fill in tables.</li> <li>• Discussion - Gender equality</li> </ul>	<ul style="list-style-type: none"> <li>• Data collection from Demographic records sex ratio - literacy rate, living conditions of women etc.,</li> </ul>
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<b>Theme – V : Religion and Society</b>				
<b>17</b>	<b>Religion and Society in Early Times</b>	<ul style="list-style-type: none"> <li>• Hunter – Gatherers – Chenchus – Religious Practices</li> <li>• Early Farmers and Herders</li> <li>• Religion in the Indus Valley Civilization</li> <li>• Religion of the Vedas – Hymns</li> <li>• Worshiping dead ancestors – The Megaliths of the Deccan</li> <li>• New Questions in the age of the Janapadas and Cities</li> <li>• What happens after death ?</li> <li>• What is it that will never Perish? (Atma)</li> <li>• Parivrajakas</li> <li>• Gautama Budha</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – What is Religion?</li> <li>• Classroom work shop</li> <li>• Field trip - Museum</li> </ul>	<ul style="list-style-type: none"> <li>• Map showing settlements of vedic people</li> <li>• India map - Indus valley</li> <li>• Stories about Buddha and others</li> </ul>

18	<b>Devotion and Love towards God</b>	<ul style="list-style-type: none"> <li>• Early Religious Practices and Beliefs</li> <li>• Hindu Religion</li> <li>• Bhagawatas and Shaivas</li> <li>• Story Tellers</li> <li>• Bhakti Movement</li> <li>• Alvars and Nayanars</li> <li>• Christianity</li> <li>• Islam</li> <li>• The Belief in a Supreme God.</li> </ul>	<ul style="list-style-type: none"> <li>• Story - Ramayana and Maha Bharata</li> <li>• Visit - Different Religion - Places.</li> <li>• Mind Mapping – Beliefs of religions</li> <li>• Discussion – Beliefs of different religions.</li> </ul>	<ul style="list-style-type: none"> <li>• Places of worship - all religions</li> <li>• Collection of stories from the Ramayana, Mahabharatha etc.</li> </ul>
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<b>Theme- VI : Culture and Communication</b>				
19	<b>Language, Writing and Great Books</b>	<ul style="list-style-type: none"> <li>• What is Language?</li> <li>• Why are there so many Languages?</li> <li>• Writing and Script – Different kinds of Scripts</li> <li>• What did people write on?</li> <li>• Poems, Songs and Stories</li> <li>• Vedas</li> <li>• The Great Epics – Ramayana and Mahabharata</li> </ul>	<ul style="list-style-type: none"> <li>• Activities - class room work shop - Different scripts</li> <li>• Mind Mapping – Language.</li> <li>• Discussion – Uses of languages.</li> </ul>	<ul style="list-style-type: none"> <li>• literacy and scientific achievements in earlier times in India</li> <li>• Collection of songs, stories</li> <li>• Collection of different scripts</li> </ul>

		<ul style="list-style-type: none"> <li>• Sangam Literature in Tamil</li> <li>• Books on Medicine, Surgery, Astronomy and Mathematics</li> </ul>		
<b>20</b>	<b>Sculptures and Building</b>	<ul style="list-style-type: none"> <li>• Ancient Stone and Bronze Sculptures</li> <li>• Mauryan period – Sculptures</li> <li>• Budhist Stupas and Viharas</li> <li>• Rock cut Chaityas and Early Temples.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT - Sculptures and Buildings.</li> <li>• Mind mapping – statues and ancient structures.</li> <li>• Discussion – ancient structures.</li> <li>• Observation – Statues, temples and ancient structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Different stupas, viharas from all over the country</li> <li>• Rock cut chaityas from net</li> <li>• Photographs, Sculpture and buildings</li> </ul>

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## Class VII

### Theme I : Diversity on the Earth

Lesson / Chapter No.	Lesson Name	Key Concepts	Teaching Learning Strategies	Resources for Teaching & TLM
1	<b>Reading Maps of Different Kinds</b>	<ul style="list-style-type: none"> <li>• Symbols – Point, Line, Area</li> <li>• Physical Maps</li> <li>• Measuring Height on Land</li> <li>• Showing Heights on a Map</li> <li>• Contour Lines,</li> <li>• Uses of Maps showing Heights</li> <li>• Mean Sea Level</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Maps.</li> <li>• Discussion, Map-Activity, Drawing</li> <li>• Activity - Map reading - India - states and capitals - India Physical</li> <li>• Class room work shop</li> </ul>	<ul style="list-style-type: none"> <li>• India Political</li> <li>• Clay modelling for explaining contour lines</li> <li>• Different Maps.</li> </ul>
2	<b>Rain and Rivers Part – I</b>	<ul style="list-style-type: none"> <li>• Evaporation</li> <li>• Formation of Clouds and Rain</li> <li>• Water Cycle</li> <li>• Precipitation</li> <li>• Humidity</li> <li>• Winds and Clouds</li> <li>• Rainfall in Andhra Pradesh</li> <li>• Rain Guage</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Rain Activity - (Rain guage)</li> <li>• Observation – globe</li> <li>• PPT - Water cycle</li> <li>• Discussion – Uses of Rain.</li> </ul>	<ul style="list-style-type: none"> <li>• Water cycle chart</li> <li>• Map of India and AP ; Monsoons.</li> </ul>

	<b>Part II</b>	<ul style="list-style-type: none"> <li>• Rivers – Flow of Rivers</li> <li>• Transformation of a Stream in to a Broad River</li> <li>• Flood – Plains and Floods</li> <li>• Facing the Challenge in Cyclones and Floods (Disasters)</li> <li>• How People Prepare for Disasters?</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Rivers.</li> <li>• Discussion – losses due to floods &amp; cyclones, disaster management.</li> </ul>	<ul style="list-style-type: none"> <li>• AP map showing rivers</li> <li>• Clay modelling showing slope and formation of rivers</li> <li>• Pictures cyclones and floods.</li> </ul>
<b>3</b>	<b>Tanks and Ground Water Part – I</b>	<ul style="list-style-type: none"> <li>• Tanks</li> <li>• How were the Tanks built?</li> <li>• Uses of Tanks and Decline of Tanks</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Tanks</li> <li>• Stories About tanks</li> <li>• Discussion on recharging ground water</li> <li>• Observation - Tank</li> </ul>	<ul style="list-style-type: none"> <li>• Chart showing ground water levels.</li> </ul>
	<b>Part – II</b>	<ul style="list-style-type: none"> <li>• Ground Water</li> <li>• Water Table or Ground Water Level</li> <li>• Rocks and Ground Water in Andhra Pradesh</li> <li>• Recharging Ground Water</li> <li>• Quality of Ground Water</li> <li>• Use of Ground Water</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – Ground water</li> <li>• Discussion – Consumption of ground water</li> </ul>	<ul style="list-style-type: none"> <li>• Chart showing conservation of ground water</li> </ul>

4	<b>Oceans and Fishing</b>  <b>Part - I</b>	<ul style="list-style-type: none"> <li>• Ocean Relief</li> <li>• Kinds of Ocean Water Movements <ul style="list-style-type: none"> <li>- Waves</li> <li>- Currents</li> <li>- Tides</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussion, Dramatization, Mind mapping - oceans</li> <li>• Discussion on role of Middle man</li> <li>• Sharing of Children daily life experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Chart showing ocean reliefs.</li> <li>• AP Political map</li> </ul>
	<b>Part – II</b>	<ul style="list-style-type: none"> <li>• Fishing Village on the Coastal Plains</li> <li>• Fishing</li> <li>• Nets</li> <li>• Agriculture and Animal Husbandry</li> <li>• Salinity and Drinking Water</li> <li>• Social Life</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion – Cattle rearing (Husbandry)</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures of Fishermen</li> </ul>
5	<b>Europe</b>	<ul style="list-style-type: none"> <li>• Location of Europe</li> <li>• Mountains, Plains and Rivers</li> <li>• Peninsulas, Islands and Bays</li> <li>• Climate, Distance from the Equator</li> <li>• The Atlantic Ocean – Its Influence</li> <li>• Westerlies</li> <li>• Warm Ocean Currents</li> <li>• Western Europe:</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion, Group activities, (Tables, Maps), Narration</li> <li>• Classroom work shop - mapping skills</li> <li>• Use of Atlas</li> <li>• Mind mapping – continents.</li> </ul>	<ul style="list-style-type: none"> <li>• Globe</li> <li>• Europe map (Physical, Political)</li> <li>• World map showing ocean current</li> <li>• Outline map of Europe</li> </ul>

		<p>Showers all the year round</p> <ul style="list-style-type: none"> <li>• Mediterranean Climate in Southern Europe</li> <li>• Land, Climate and Agriculture</li> <li>• Discovery of Sea Routes - Industrial Revolution in Europe</li> </ul>		
6	<b>France – A European Country</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Mountains, Plains and Plateaus</li> <li>• Climate</li> <li>• The Four Seasons and Agriculture</li> <li>• Winter</li> <li>• Spring</li> <li>• Summer</li> <li>• Autumn</li> <li>• Animal Rearing and Fodder Crops</li> <li>• French Farms – Modern Agriculture</li> <li>• Minerals and Industries</li> <li>• Sources of Energy and Industrialization</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping - France</li> <li>• Group Presentation (on seasons), Seminar</li> <li>• Classroom work shop - mapping skills</li> <li>• Use of Atlas</li> <li>• Discussion – seasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Europe map political</li> <li>• France (Political, Physical)</li> </ul>

7	<b>Africa</b>	<ul style="list-style-type: none"> <li>• Africa – A Vast Plateau</li> <li>• Climate</li> <li>• Regions with Heavy, Moderate and Scanty Rainfall</li> <li>• The People of Africa</li> <li>• The African Coast</li> <li>• Slave Trade</li> <li>• European Colonies</li> <li>• Independent Africa</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping - Africa</li> <li>• Classroom work shop - mapping skills</li> <li>• Use of Atlas</li> </ul>	<ul style="list-style-type: none"> <li>• Africa (Physical, Political) map</li> <li>• Outline map of Africa</li> </ul>
8	<b>Nigeria – An African Country</b>	<ul style="list-style-type: none"> <li>• Seasons</li> <li>• Natural Vegetation of Nigeria</li> <li>• Mangrove Forests</li> <li>• Equatorial Forests</li> <li>• The Savanna</li> <li>• Natural Regions of Nigeria</li> <li>• People</li> <li>• Agriculture</li> <li>• Crops and Plantations of South Nigeria</li> <li>• Agriculture and Animal Husbandry in Northern Nigeria</li> <li>• Mineral Oil</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion, Group work - Nigeria</li> <li>• Classroom work shop - mapping skills</li> <li>• Use of Atlas</li> <li>• Discussion Nigeria and India - Comparison seasons, Natural vegetation, people, agriculture, etc</li> </ul>	<ul style="list-style-type: none"> <li>• Africa map - Nigeria</li> <li>• Chart showing different food items of Africa</li> <li>• Outline map of Nigeria</li> </ul>

<b>Theme – II : Production, Exchange and Livelihoods</b>				
<b>9</b>	<b>Handicrafts and Handlooms Part - I</b>	<ul style="list-style-type: none"> <li>• Polaiah - Basket Maker of Andugula</li> <li>• Urban Slum – Basket Makers</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Handicrafts.</li> <li>• Case studies, stories - content related.</li> <li>• Field trip - Handicrafts - Families</li> </ul>	<ul style="list-style-type: none"> <li>• AP map</li> </ul>
	<b>Part – II</b>	<ul style="list-style-type: none"> <li>• Handloom Weavers – Pochampally</li> <li>• Stages of Weaving Saree               <ul style="list-style-type: none"> <li>- Dyeing yarn</li> <li>- Warp and Weft</li> </ul> </li> <li>• Weaver’s Problems and Cooperative Societies</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – Making of cloth.</li> </ul>	<ul style="list-style-type: none"> <li>• Showing objects like bobbin, different designs, warping ....</li> <li>• Saree borders (Ikkath)</li> <li>• AP Map</li> </ul>
<b>10</b>	<b>Industrial Revolution</b>	<ul style="list-style-type: none"> <li>• Increasing control of Traders</li> <li>• Beginning of Industrial Revolution 1750-1850 A.D.</li> <li>• James Watt’s Invention</li> <li>• Factory System of Production</li> <li>• The Experience of a 19<sup>th</sup> Century Child Worker</li> <li>• Inside Early factories</li> <li>• Sources of Energy and</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion factories.</li> <li>• Discussion - effects of Industrial Revolution</li> <li>• Interview - Child Labour</li> <li>• Mind mapping – Industries.</li> </ul>	<ul style="list-style-type: none"> <li>• World map</li> <li>• Pictures of Industries, workers, slums.</li> </ul>

		<p>Industrial Development</p> <ul style="list-style-type: none"> <li>• Transport Revolution</li> <li>• Trade in Industrial Products</li> </ul> <p>- Urbanization and Slums</p>		
11	<b>Production in a Factory – A Paper Mill</b>	<ul style="list-style-type: none"> <li>• Paper Mills in A.P.</li> <li>• Raw Materials</li> <li>• Paper Mills and Disappearance of Bamboo</li> <li>• Process of Paper making</li> <li>• Selling the Paper</li> <li>• Working in Paper Mill</li> <li>• Ownership of the Paper Mill</li> <li>• Paper mills – Pollution – Control</li> </ul>	<ul style="list-style-type: none"> <li>• Field trip to an industry.</li> <li>• Field trip – Factories</li> <li>• Discussion - Factories causing pollution</li> <li>• Mind Mapping – Making of paper.</li> </ul>	<ul style="list-style-type: none"> <li>• World map</li> <li>• AP map</li> <li>• Chart showing process of paper making</li> </ul>
12	<b>Importance of Transport System</b>	<ul style="list-style-type: none"> <li>• Transport System in A.P. <ul style="list-style-type: none"> <li>- Road ways</li> <li>- Railways</li> <li>- Airways</li> <li>- Waterways</li> </ul> </li> <li>• Use of Roads for production and Sale of Goods</li> <li>• Employment in Transport activities</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Transport system</li> <li>• Discussion, Group Activities</li> <li>• Observation - Different Transport facilities</li> <li>• Discussion - Transport systems – uses</li> <li>• Problem of workers.</li> <li>• Discussion – Pollution</li> </ul>	<ul style="list-style-type: none"> <li>• AP map</li> <li>• roadways, waterways, airways, railways .....</li> <li>• Pictures.</li> <li>• Poster on safety measures of road transport.</li> </ul>

		<ul style="list-style-type: none"> <li>• Transport Services and Choices</li> <li>• Congestion and Pollution</li> <li>• Travel in Safe way</li> <li>• Road Safety Week</li> </ul>	free transport, road safety.	
<b>Theme – III : Political Systems and Governance</b>				
<b>13</b>	<b>New Kings and Kingdoms - Part – I</b>	<ul style="list-style-type: none"> <li>• The Emergence of New Dynasties</li> <li>• Prashastis and Land Grants</li> <li>• Administration in the Kingdoms</li> <li>• Warfare for Wealth</li> <li>• Mohmud Ghazni</li> <li>• Chahamanas</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping, Role play – Kings.</li> <li>• Stories</li> <li>• Discussion – Rule of Kings.</li> </ul>	<ul style="list-style-type: none"> <li>• map of India showing Kingdoms.</li> <li>• Collection of stories from Sangam literature</li> </ul>
	<b>Part – II</b>	<ul style="list-style-type: none"> <li>• The Cholas</li> <li>• From Uraiur to Thanjavur</li> <li>• Splendid Temples and Bronze Sculpture</li> <li>• Agriculture and Irrigation</li> <li>• Administration of the Empire</li> <li>• Types of Land</li> <li>• Inscriptions and Texts</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion – Rule of Cholas.</li> </ul>	<ul style="list-style-type: none"> <li>• Map of India.</li> </ul>

14	<b>The Kakatiyas – Emergence of a Regional Kingdom</b>	<ul style="list-style-type: none"> <li>• Arose of the Kakatiya Kingdom in Warangal</li> <li>• Important Kakatiya Rulers</li> <li>• Rudradeva</li> <li>• Rudrama Devi</li> <li>• Nayankara System</li>   <li>• Encouragement to Agriculture and Temples</li> <li>• Trade</li> <li>• The End of the Kakatiyas</li> </ul>	<ul style="list-style-type: none"> <li>• Video, Discussion – Rule of Kakatiyas.</li> <li>• Stories.</li> </ul>	<ul style="list-style-type: none"> <li>• AP map</li> <li>• Kakatiya rulers - Flow chart</li> <li>• Collection of photos</li> <li>• Sculpture and architecture of the Kakatiyas</li> </ul>
15	<b>The Kings of Vijayanagara</b>	<ul style="list-style-type: none"> <li>• Foundation of Vijayanagara Empire</li> <li>• Some Important Kings of Vijayanagara</li> <li>• The City of Vijayanagara</li> <li>• Armies and Military Leaders</li> <li>• ‘Captains of the Troops’ – The Amaranayakas</li> <li>• Amaranayakas and Agriculture</li> <li>• Trade and Cavalry</li> </ul>	<ul style="list-style-type: none"> <li>• Stories</li> <li>• Mind mapping – Krishna Devaraya</li> <li>• Observation – Pictures.</li> <li>• Discussion – Rule of Sri Krishna Devaraya</li> </ul>	<ul style="list-style-type: none"> <li>• India map</li> <li>• Story book of Krishnadevaraya</li> </ul>

		<ul style="list-style-type: none"> <li>• Krishnadeva Raya – The Ruler</li> </ul>		
<b>16</b>	<b>Mughal Empire</b>	<ul style="list-style-type: none"> <li>• Who were the Mughals?</li> <li>• Important Mughal Emperors – Major Campaigns and Events</li> <li>• Mughal Relations with other Rulers</li> <li>• Mansabdars and Jagirdars</li> <li>• Zabt and Zamindars</li> <li>• A closer look - Akber's Policies</li> <li>• Sulh – i – kul</li> <li>• The Mughal Empire in the 17th Century and after</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion – Rule of Mughals.</li> <li>• Story</li> <li>• Mind mapping – Mughals.</li> </ul>	<ul style="list-style-type: none"> <li>• India map Akbar's Reign</li> <li>• Timeline chart</li> <li>• art and architecture</li> </ul>
<b>17</b>	<b>Establishment of British Empire in India</b>	<ul style="list-style-type: none"> <li>• East India Company</li> <li>• Mercantilism</li> <li>• Armed Traders</li> <li>• Growing European Interference in the Kingdoms of India</li> <li>• Misuse of Company's Power</li> <li>• The English Impose their Rule</li> <li>• Discontent with English</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar, Role plays, stories</li> <li>• Discussion - British rule - 1857 results</li> <li>• Mind mapping – Britishers.</li> </ul>	<ul style="list-style-type: none"> <li>• India map</li> <li>• Story of Laxmi Bai &amp; Jhansi</li> <li>• 1857 Revolt - Related Places - Location in India map</li> </ul>

		<p>Rule</p> <ul style="list-style-type: none"> <li>• The Revolt of 1857 and Spreads</li> <li>• Every Village in Revolt <ul style="list-style-type: none"> <li>• The Revolt is Suppressed</li> </ul> </li> <li>• After the Revolt</li> </ul>		
18	<b>Making of Laws in the State Assembly</b>	<ul style="list-style-type: none"> <li>• Our Government after Independence</li> <li>• Government make Acts for the benefit of people</li> <li>• Legislative Assembly</li> <li>• Assembly Constituency</li> <li>• Election of MLA</li> <li>• Formation of Government</li> <li>• Council of Ministers</li> <li>• The State Assembly</li> <li>• The Legislative Council – System of Reservation and Reserved Constituencies</li> <li>• Governor</li> <li>• The Making of Laws</li> <li>• Discussions in the Assembly</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion, Mock Assembly, Mock election</li> <li>• Discussion - Formation of Government</li> <li>• Mind Mapping – Governance.</li> </ul>	<ul style="list-style-type: none"> <li>• AP map</li> <li>• EVM</li> <li>• Voterlist, Ballot Paper, other election material</li> <li>• Flow Charts (Legislature system)</li> </ul>

<p style="text-align: center;"><b>19</b></p>	<p style="text-align: center;"><b>Implementation of Laws in the District</b></p>	<ul style="list-style-type: none"> <li>• We have Government at District level also</li> <li>• Functions of the office of District Collector and Magistrate of Nallavaram</li> <li>• Tahasildar (MRO) and Village Revenue Officers</li> <li>• How Laws of Implemented <ul style="list-style-type: none"> <li>- A.P. Water, Land and Trees Protection Act. 2002</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Laws.</li> <li>• Discussion, Role play</li> <li>• Field trip - MRO, MDO – offices</li> <li>• Discussion - Implementing governments rules</li> </ul>	<ul style="list-style-type: none"> <li>• AP map - District map</li> </ul>
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<b>Theme – IV : Social Organization and Inequities</b>				
<b>20</b>	<b>Caste Discrimination and the Struggle for Equality</b>	<ul style="list-style-type: none"> <li>• People in our Country belonging to some Castes</li> <li>• Discrimination faced by Dr. B.R. Ambedkar in his childhood</li> <li>• Striving for Equality               <ul style="list-style-type: none"> <li>- Jyothirao Govindarao Phule</li> <li>- Savitribhai Phule</li> <li>- Periyar E.V.Ramasami</li> <li>- Sri Narayana Guru</li> </ul> </li> <li>• Constitution – Government</li> <li>• Programmes for equal opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Caste Discrimination.</li> <li>• Group work presentation.</li> <li>• Discussion - caste discrimination - real life</li> <li>• Discussion - situations - on school</li> <li>• Discussion - equalities - constitution implementation</li> <li>• Stories - Ambedkar - Jyotirao Phule - etc</li> </ul>	<ul style="list-style-type: none"> <li>• Collection of contemporary stories similar to the examples.</li> <li>• Pictures.</li> <li>• Prominent people who fought against caste discrimination</li> <li>• Poster on Equality.</li> </ul>
<b>21</b>	<b>Livelihood and Struggles of Urban Workers</b>	<ul style="list-style-type: none"> <li>• Working as ‘Permanent Worker’s in Factories’               <ul style="list-style-type: none"> <li>- Trade Union</li> </ul> </li> <li>• KRS Medicines Factory</li> <li>• Working on Construction Sites and Brick Kilns</li> <li>• Ensuring Workers Rights – A Global Concern</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Livelihoods.</li> <li>• Local case studies, mind mapping, discussion</li> <li>• Interview - casual worker</li> <li>• classroom work shop - fill up tables</li> <li>• Discussion – Labour</li> </ul>	<ul style="list-style-type: none"> <li>• Poster on Labour rights</li> <li>• Chart showing the programmes of SEWA.</li> </ul>

		<ul style="list-style-type: none"> <li>• Informal Work and Workers in Towns</li> <li>• Self Employed Women's Association (SEWA)</li> </ul>	rights, problems.	
<b>Theme – V : Religion and Society</b>				
<b>22</b>	<b>Folk – Religion</b>	<ul style="list-style-type: none"> <li>• Folk worship <ul style="list-style-type: none"> <li>- Folk gods and Goddesses</li> </ul> </li> <li>• Community Worship of Folk Deities <ul style="list-style-type: none"> <li>- Medaram Jathara – The Story</li> </ul> </li> <li>• Moharram (Peerila) and Urs <ul style="list-style-type: none"> <li>- Ameenpeer Dargah – A Symbol of Religious Tolerance</li> </ul> </li> <li>• Bonalu</li> <li>• The antiquity of Folk Traditions</li> <li>• The intermixing of Village deities and High Religious traditions</li> <li>• Folk Wisdom and Higher Religion</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – Folk-Religion</li> <li>• Discussion, stories</li> <li>• sharing children daily life experiences</li> <li>• local festivals - celebrations on school</li> <li>• video clips - of Folk Religion</li> </ul>	<ul style="list-style-type: none"> <li>• Collection of different folk stories Like ... Sammakka ... Sarakka...</li> </ul>

23	<b>Devotional Paths to the Divine</b>	<ul style="list-style-type: none"> <li>• The Philosophy and Bhakti</li> <li>• Basavanna's Virashaivism</li> <li>• The Saints of Maharashtra</li> <li>• Nathpanthis, Siddhas and Yogis</li> <li>• Islam and Sufism</li> <li>• New Religious Developments in India <ul style="list-style-type: none"> <li>- Bammera Potana</li> <li>- Thallapaka Annamacharya</li> <li>- Chaitanya Mahaprabhu</li> <li>- Kancharla Gopanna</li> <li>- Tulsidas</li> </ul> </li> <li>• A Closer Look : Kabir and Baba Gurunanak</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Bhakti</li> <li>• Songs, discussion, role play, seminar</li> <li>• Visit - dargals, gurudwaras, temples</li> <li>• Discussion - on Saints - Poets - Teachings.</li> </ul>	<ul style="list-style-type: none"> <li>• Collection of songs, pictures about Bhakti movement</li> </ul>
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<b>Theme – VI : Culture and Communication</b>			
<b>24</b>	<b>Rulers and Buildings</b>	<ul style="list-style-type: none"> <li>• Our Kings and Rulers built different structural monuments</li> <li>• Engineering Skills and Construction</li> <li>• Temple Construction in the Early Eleventh Century               <ul style="list-style-type: none"> <li>- A new way of building</li> </ul> </li> <li>• Building Temples, Mosques and Tanks</li> <li>• Why were Temples destroyed?</li> <li>• Imperial Style of the Vijayanagara Period</li> <li>• Gardens, Tombs and Forts</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – structures built by kings.</li> <li>• Discussion, Quiz, Seminar – ruler, buildings</li> <li>• Video clips - Buildings - Pints &amp; Others</li> <li>• Observation - Gardens, Temples, Forts, Buildings, Plants, Tables, Style of Architecture</li> <li>• Discussion – Destruction of Temples.</li> </ul>
			<ul style="list-style-type: none"> <li>• Pictures of forts, temples.</li> </ul>

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**Class – VIII**

**Theme I : Diversity on the Earth**

<b>Lesson / Chapter No.</b>	<b>Lesson Name</b>	<b>Key Concepts</b>	<b>Teaching Learning Strategies</b>	<b>Resources for Teaching &amp; TLM</b>
1	<b>Reading and Analysis of Maps</b>	<ul style="list-style-type: none"> <li>• Story of map&amp; Evaluation of maps – Sumarian, Babylonian, Hecataeus, Al Idrsi Maps – Model of the World according to Bible, Ptolemy, Gerardus Mercator Maps</li> <li>• Colonisation, explorations, Military use and Map making</li> <li>• Map projections</li> <li>• Use of Maps in out Times</li> <li>• Make a Population Maps</li> <li>• Conventional Maps, Symbols, colours and patterns</li> <li>• Analysis of contour maps</li> <li>• Thematic maps (<i>from the following list: physical political agriculture temperature rainfall population industry cities</i> )</li> <li>• Atlas</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping - Maps</li> <li>• Class room workshop</li> <li>• Activity – Reading the states &amp; capitals from India map</li> <li>• Discussion – Uses of Maps</li> <li>• Observation – Atlas.</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation of clay models and Sumerian, Bobylonean maps.</li> <li>• World map - Marcator’s Projection</li> <li>• Early map of India</li> <li>• Indian Political map</li> <li>• Atlas</li> <li>• Particulars of Populations – 2011</li> <li>• Chart of symbols used in maps.</li> </ul>
2	<b>Energy from the Sun</b>	<ul style="list-style-type: none"> <li>• Insolation:- Explanation – Importance of solar energy</li> <li>• Impact of distribution of Sun Rays angle of sunrays, – Axis</li> </ul>	<ul style="list-style-type: none"> <li>• Activities - Calculate the weekly average temperatures</li> <li>• Mind mapping – Sun</li> </ul>	<ul style="list-style-type: none"> <li>• Chart showing insolation</li> <li>• Thermometer</li> <li>• Graph illustration</li> </ul>

		<p>of rotation, duration of day time – altitude – slope of the land – land water distribution – cloud coverage etc.</p> <ul style="list-style-type: none"> <li>• Temperature and measuring temperature: - using thermometer – minimum maximum temperature, daily, monthly, seasonal and annual average – graphs, focus on below zero temperature, examples of different locations – Coastal, Mountain, and Inland.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion – changes in temperatures.</li> </ul>	<ul style="list-style-type: none"> <li>• Tables showing details of temperatures.</li> </ul>
3	<b>Earth Movements and Seasons</b>	<ul style="list-style-type: none"> <li>• Seasons – why there are seasons – formation of seasons – What causes seasons</li> <li>• Rotation and Revolution – impacts</li> <li>• Activities using globe to explain rotation and revolution of the earth.</li> <li>• Temperature belts on the Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Seasons.</li> <li>• Field trip – Planetarium</li> <li>• Discussion - Earth Movements</li> </ul>	<ul style="list-style-type: none"> <li>• Globe</li> <li>• Chart showing seasons</li> <li>• Movements of the earth (Video CDs)</li> </ul>
4	<b>The Polar Regions</b>	<ul style="list-style-type: none"> <li>• Description of polar / tundra region- Life in cold climate – changes in modern times. (example of life in Canadian or European or Asian Tundra)</li> </ul>	<ul style="list-style-type: none"> <li>• Group Activity</li> <li>• Mind Mapping – Polar Regions</li> <li>• Discussion – Life in Cold atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>• World map, Globe</li> </ul>

5	<b>Forests : Using and Protecting Them</b>	<ul style="list-style-type: none"> <li>• Recall from 6&amp;7 classes</li> <li>• Description- distribution types</li> <li>• Status of forests in Andhra Pradesh</li> <li>• Tribal use of forests</li> <li>• Forest products – Economic importance and trade</li> <li>• De-forestation – forest Conservation (social forestry)- correlate with thematic maps</li> <li>• Forest Rights Act – 2006</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – Forests</li> <li>• Activities - Observe Atlas – Forests</li> <li>• Discussion – Conservation of forests.</li> </ul>	<ul style="list-style-type: none"> <li>• Chart showing different type of Forests</li> <li>• Thematic maps</li> <li>• Pictorial illustration – forests.</li> <li>• Chart showing forest rights act.</li> </ul>
6	<b>Minerals and Mining</b>	<ul style="list-style-type: none"> <li>• Minerals:- Description – distribution, economic important</li> <li>• Mineral Resources of Andhra Pradesh</li> <li>• Mining :- Description – distribution-two case studies – open cast (Kadapa barytes) – underground mining (Singareni Collieries)</li> <li>• Mining and Environment:- Effects and Protection</li> </ul>	<ul style="list-style-type: none"> <li>• Field trip - Coal mines</li> <li>• Singareni coal fields – discussion</li> <li>• Mind mapping – minerals.</li> </ul>	<ul style="list-style-type: none"> <li>• Minerals - mining AP</li> <li>• Collection of different minerals, Barytes, coal, mica etc</li> <li>• Preparation of work sheets on minerals availability</li> <li>• Newspaper collections about mining activities</li> <li>• Available Raw materials/minerals</li> <li>• Samples of different soils</li> </ul>

<b>Theme II. Production, Exchange and Livelihoods</b>				
<b>7</b>	<b>Money and Banking</b>	<ul style="list-style-type: none"> <li>• Understand Barter system and need for money– eg: from contemporary scenario also</li> <li>• Evolution of Money – paper money – plastic money (why the form changes)</li> <li>• Banking system – Deposits (logic of having particular, on demand you will get it, types of account, transaction, – Bank give money to buyer as financial intermediary – Loans - How bank works Cheque: place where bank meet – Internet Banking</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – Banking.</li> <li>• Field trip - market, Bank.</li> <li>• Seminar – Banking</li> <li>• Observation – cheque, pass book.</li> <li>• Discussion – Uses of Banking.</li> </ul>	<ul style="list-style-type: none"> <li>• Charts – Money, Banking.</li> <li>• Collection of different coins, currency</li> <li>• Transaction material used in bank, passbook, cheque, DD, withdrawal slip, A/C opening application form etc.</li> <li>• Cards used in banking ATM, Credit/Debit cards etc.</li> </ul>
<b>8</b>	<b>Impact of Technology on Livelihoods</b>	<ul style="list-style-type: none"> <li>• Changes in Technology</li> <li>• Technological changes in Agriculture</li> <li>• Impact of Technology</li> <li>• Technology and Industry</li> <li>• Case study drawing from – Agriculture – Harvester – Industry – recap</li> <li>• Technological changes in Service Sector</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion - Impact of Technology on livelihoods</li> <li>• Mind Mapping – Livelihoods.</li> </ul>	<ul style="list-style-type: none"> <li>• charts showing different updated technology</li> <li>• Pictures showing technology in Agriculture.</li> </ul>

		<ul style="list-style-type: none"> <li>• New Skills and New Jobs</li> </ul>		
9	<b>Public Health and the Government</b>	<ul style="list-style-type: none"> <li>• Why do we Government in welfare context (in the context of basic needs – food water shelter)</li> <li>• Meaning of Health - difference from illness</li> <li>• Healthcare Services – Public Health Services – Private Health Services</li> <li>• Health Insurance – Health Care and Equality</li> <li>• Status of health in Andhra Pradesh – nutrition, safe drinking water (morbidity, life expectancy)</li> <li>• What should be done – PHC communicable disease</li> </ul> <p><i>(Role of govt. in welfare- Basic needs - Health as a concept - Status of health in AP - Case study of PHC- Few govt schemes)</i></p>	<ul style="list-style-type: none"> <li>• Mind Mapping – Public Health and Government Services.</li> <li>• Field trip - Visit PHC –</li> <li>• Discussion - Health services</li> <li>• Survey</li> </ul>	<ul style="list-style-type: none"> <li>• 104, 108 services</li> <li>• Pictures</li> <li>• Charts showing Nutritious food, protected drinking water.</li> </ul>
<b>Theme III Political Systems and Governance</b>				
10	<b>Landlords and Tenants under the British and the Nizam</b>	<ul style="list-style-type: none"> <li>• Zamindars and Peasants in Mughal Times</li> <li>• Permanent Settlement – Changes Introduced by the British</li> <li>• The Ryotwari System -</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Land Lords and Tenants.</li> <li>• Discussion - Land Tenure Systems - Zamindar, Ryotwari</li> </ul>	<ul style="list-style-type: none"> <li>• India map, Hyderabad map (movements taken place)</li> </ul>

		<p>Developmental Activities</p> <ul style="list-style-type: none"> <li>• Commercialisation and Money Lenders</li> <li>• Doras and Peasants of Hyderabad State</li> <li>• Famines</li> <li>• The Peasant Movements</li> </ul>		
<b>11- A</b>	<b>National Movement – The Early Phase – 1885-1919</b>	<ul style="list-style-type: none"> <li>• National Movement – Early Associations</li> <li>• The Indian National Congress : The Moderate Phase 1885-1905</li> <li>• Extremist Phase 1905-1920 (Swadeshi Movement)</li> <li>• Impact of the First World War: 1914-1919</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – National Movement Leaders.</li> <li>• Discussion – National Movement.</li> <li>• Role play - Freedom Fighters</li> <li>• Dramatization</li> </ul>	<ul style="list-style-type: none"> <li>• India map</li> <li>• Timeline map</li> <li>• Collection of Photos related to Patriots and Stories</li> <li>• Vandematharam song in full.</li> <li>• Slogans</li> <li>• Photos of National leaders</li> </ul>
<b>11 – B</b>	<b>National Movement – The Last Phase 1919-1947</b>	<ul style="list-style-type: none"> <li>• Arrival of Mahatma Gandhi</li> <li>• Rowlatt Act – Jalianwala Bagh Massacre</li> <li>• Non Cooperation Movement – Khilafat Agitation</li> <li>• The Happenings of 1922-1929</li> <li>• Civil Disobedience Movement</li> <li>• Quit India Movement – 1942</li> <li>• Towards Independence and Partition</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Gandhi</li> <li>• Role play - Gandhi Role</li> <li>• Discussions - Gandhi</li> <li>• Meet the press</li> <li>• Quiz - Freedom Movement</li> </ul>	<ul style="list-style-type: none"> <li>• India map</li> <li>• Collection of Photo related to Gandhiji Subhash etc.</li> <li>• Gandhiji film and other documentary</li> </ul>

12	<b>Freedom Movement in Hyderabad State</b>	<ul style="list-style-type: none"> <li>• Princely State of Hyderabad</li> <li>• Early years of Nationalism</li> <li>• Feudal system of the State</li> <li>• Language and Religion</li> <li>• Andhra Jana Sangham</li> <li>• Andhra Maha Sabha – The Library Movement\</li> <li>• Hyderabad State Congress</li> <li>• The Telangana Armed Struggle (1946-1951)</li> <li>• Disolvment of Hyderabad State</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Telangana Armed struggle.</li> <li>• Meet the press - Freedom movement in Hyderabad State.</li> <li>• Discussion – Hyderabad’s Role in Freedom Movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Collection of photos of Freedom Fighters</li> <li>• Collection of Telangana Armed struggle stories</li> </ul>
13	<b>The Indian Constitution</b>	<ul style="list-style-type: none"> <li>• The formation of Constituent Assembly</li> <li>• Debates in the Constituent Assembly</li> <li>• Aspects and philosophy of Preamble</li> <li>• The System of Government</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Indian Constitution.</li> <li>• Film/story - Telangana Armed struggle</li> <li>• Discussion - Preamble</li> </ul>	<ul style="list-style-type: none"> <li>• Collection of photos related to members of Constituent</li> <li>• Presentation of Discussions on Assembly constitution making ‘source youtube’</li> <li>• Copy of Indian Constitution</li> </ul>
14	<b>Parliament and Central Government</b>	<ul style="list-style-type: none"> <li>• Why do we need a Parliament</li> <li>• Election process</li> <li>• Role of the Parliament</li> <li>• How laws are made – Role of Parliament</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Parliament</li> <li>• Field trip – Parliament</li> <li>• Model – Elections</li> <li>• Class room workshop -</li> </ul>	<ul style="list-style-type: none"> <li>• chart showing lists, central, state and concurrent</li> <li>• photo of parliament</li> <li>• photo of President</li> </ul>

		<ul style="list-style-type: none"> <li>• Difference between Rajya Sabha and Lok Sabha</li> <li>• Political executive</li> </ul>	<p>Lokh Sabha - Rajya Sabha - Different Table</p> <ul style="list-style-type: none"> <li>• Mock Parliament</li> </ul>	palace
15	<b>Law and Justice – A Case Study</b>	<ul style="list-style-type: none"> <li>• Civil and Criminal case</li> <li>• Police, investigation and Judge</li> <li>• Appellate Jurisdiction</li> <li>• Judicial system - i. Rule of Law - ii. Supremacy of Law - iii. Flexibility of law</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatization - Police - Judge – Lawyer</li> <li>• Story - Case study</li> <li>• Mind Mapping – Law</li> <li>• Discussion – Judicial system</li> </ul>	<ul style="list-style-type: none"> <li>• Collection of stories form contemporary society</li> <li>• Flow chart showing different courts.</li> <li>• Model form of FIR</li> </ul>
<b>Theme IV Social Organization and Inequities</b>				
16	<b>Abolition of Zamindari System</b>	<ul style="list-style-type: none"> <li>• Rural Poverty at the time of Independence</li> <li>• Abolition of Zamindari system</li> <li>• Land Ceiling act in AP after Independence</li> <li>• Boodhan Movement</li> <li>• Impact of land reforms in AP</li> <li>• Land Sealing Act-1972-75</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation - Land ceiling Act</li> <li>• Mind Mapping – Zamindari System</li> </ul>	<ul style="list-style-type: none"> <li>• Bhoodan movement - video clipping from youtube.</li> <li>• Land distribution - Present data from internet.</li> </ul>
17	<b>Understanding Poverty</b>	<ul style="list-style-type: none"> <li>• Distress in Rural Area</li> <li>• Poverty as Chronic Hunger</li> <li>• Why Poverty? How can it be eliminated?</li> <li>• Agriculture – Source of Livelihood</li> <li>• Other Livelihood Options – MN REGA</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping -Poverty</li> <li>• Activities – BMI.</li> <li>• Field trip - Ration shop</li> <li>• Interview with Ration shop Dealer</li> <li>• Discussion – Meaning of Right.</li> </ul>	<ul style="list-style-type: none"> <li>• Information table with regard to poetry conditions</li> <li>• BMI chart</li> </ul>

		<ul style="list-style-type: none"> <li>• Access to Affordable Food</li> <li>• Social Audit in Andhra Pradesh</li> <li>• The Struggle towards “The Right to Life”</li> </ul>		
18	<b>Rights Approach to Development</b>	<ul style="list-style-type: none"> <li>• The Idea of Human Rights</li> <li>• How the Movement Began</li> <li>• Provisions Under RTI</li> <li>• Rights Approach to Improve the Living Conditions</li> <li>• Right to Education Act – 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Human Rights</li> <li>• Discussion – RTE and RTI</li> </ul>	<ul style="list-style-type: none"> <li>• Posters - RTE - Act, RTI - Act</li> <li>• Human rights Declaration (1948)</li> <li>• stories from RTI Act - collection from newspapers</li> <li>• Copy of RTI Act</li> </ul>
<b>Theme V. Religion and Society</b>				
19	<b>Social and Religious Reform Movements</b>	<ul style="list-style-type: none"> <li>• Why religious and social reforms – Christian Missionary activity and Oriental Scholars</li> <li>• Social, Religious Reforms – Basic ideas of Raja Ram Mohan Roy, Ramakrishna Paramahansa, Swami Vivekananda, Swami Dayananda Saraswati</li> <li>• Reform and Education among Muslims – Sir Syed Ahmed Khan</li> <li>• Social Reforms and Women - Widow re-marriage, Child</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Social Reformers.</li> <li>• Stories – Reformers</li> <li>• Discussion on reforms</li> <li>• Discussion – Social Reformers.</li> </ul>	<ul style="list-style-type: none"> <li>• Slogans of Swami Vivekananda</li> <li>• Stories of Vivekananda, Ramakrishna Paramahansa</li> <li>• Biography of social reformers</li> </ul>

		<p>marriage, Women Education – Basic Ideas of Kandukuri Veeresalingam , Savitribai Phule, Pandita Ramabai Saraswati</p> <ul style="list-style-type: none"> <li>• Education among Muslim Women</li> <li>• Social Reforms and Caste System – Basic Ideas of Jyotiba Phule, Narayana Guru, Bhagya Reddy Varma</li> <li>• Women and Dalits in Freedom Movemnet – Gandhiji, Dr. B.R. Ambedkar</li> </ul>		
20	<b>Understanding Secularism</b>	<ul style="list-style-type: none"> <li>• Need of Secularism</li> <li>• What is Secularism</li> <li>• Separation of Religion from the State</li> <li>• Indian Secularism</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Secularism</li> <li>• Field trip - places of workships / temples.</li> <li>• Dramatization</li> <li>• Group Discussion - Secularism</li> </ul>	<ul style="list-style-type: none"> <li>• chart showing differents places of worship</li> </ul>

<b>Theme VI Culture and Communication</b>				
<b>21</b>	<b>Performing Arts and Artistes in Modern Times</b>	<ul style="list-style-type: none"> <li>• Folk arts classical art (who performed patronised performed when what changes ) Livelihood and changes for folk artist – patronage happening</li> <li>• Different forms of Performing Arts – Burrakatha, Tholubommalata</li> <li>• The Themes of the Plays</li> <li>• Bharatanatyam : Decline and Revival, Bharatanatyam today</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Arts</li> <li>• Role play - Burrakatha, Tholubommalata etc.</li> <li>• PPT - Dance forms</li> <li>• Observation - Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Local art, songs, dances pictures videos of different dance forms of India.</li> </ul>
<b>22</b>	<b>Film and Print Media</b>	<ul style="list-style-type: none"> <li>• Evolution of film from theatre arts</li> <li>• Emergence of film as a modern form of entertainment</li> <li>• Film in national movement</li> <li>• Influence of film on society</li> <li>• Film as an industry</li> <li>• Print culture and Modern world</li> <li>• Evolution of print media</li> <li>• Role of Print media in National Movement</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – films, News papers.</li> <li>• Field trip - Shooting spots - Nandi Award functions</li> <li>• News paper offices</li> <li>• Discussion - News - Cinemas</li> </ul>	<ul style="list-style-type: none"> <li>• Showing of films – Talkies, Movies</li> <li>• different newspapers and magazines</li> </ul>

23	<p align="center"><b>Sports : Nationalism and Commerce</b></p>	<ul style="list-style-type: none"> <li>• Why cricket as become more popular than hockey and kabaddi</li> <li>• Historical development of cricket as a game in England</li> <li>• Spread and patronise of cricket</li> <li>• Modern transformation of games.</li> <li>• Commerce, media and cricket today</li> <li>• Success Story</li> <li>• Other Popular Games and their Status</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Sports.</li> <li>• Activities - collecting of sports material</li> <li>• Photos of Athlets/sports persons</li> <li>• Discussion – success stories of sports.</li> <li>• Observation – sports.</li> </ul>	<ul style="list-style-type: none"> <li>• world map</li> <li>• Indigenous games</li> <li>• Different stadiums in India</li> <li>• Photos of Athletes</li> <li>• difference varieties of sports material</li> </ul>
24	<p align="center"><b>Disaster management</b></p>	<ul style="list-style-type: none"> <li>• Understanding of Disaster Management</li> <li>• Types of Disasters</li> <li>• Natural Disasters</li> <li>• Tsunami – What to do before, during and after Tsunami</li> <li>• Drought – Impact of Drought – How to cope with Drought – Rain Waster Harvesting – Watershed Development</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – disasters.</li> <li>• Activities - collection of photos/information on disaster like - Tsunami, Drought</li> <li>• Discussion - Disaster Management</li> </ul>	<ul style="list-style-type: none"> <li>• Photos of disasters from newspapers</li> <li>• Tsunami - “you tube”</li> <li>• world map</li> <li>• Different pictures related to natural calamities collected form newspapers/ magazines.</li> </ul>

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## B) Academic Standards and Learning Indicators - Class Wise

### Class-VI

Unit No.	Theme/ Lesson	Key concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
1	Reading and Making Maps	<ul style="list-style-type: none"> <li>➤ Longitudes</li> <li>➤ District Map</li> <li>➤ Sketch Map</li> <li>➤ Directions, Scale on a Map</li> <li>➤ Symbols : Tree, Tank, Temple, Road etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains, why the actual distance on the ground is to be reduced on the map.</li> <li>➤ Explains the importance of symbols.</li> <li>➤ Explains the need of directions in drawing a map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reads the text under the title symbols from page 6 and comments on it.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Refers the maps in Atlas and prepares a table with the things and their related symbols.</li> <li>➤ Collects different thematic maps.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tells the names of places/ things present on each direction of their school.</li> <li>➤ Puts question about the importance of directions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draws the rough sketch of their village and school.</li> <li>➤ Prepares symbols to represent tanks, places of worship, government offices to mark in a map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the advantage of symbols in drawing a map.</li> <li>➤ Appreciates the importance of maps in real life.</li> </ul>

Unit No.	Theme/ Lesson	Key concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
2.	Globe – A model of the Earth	<ul style="list-style-type: none"> <li>➤ Earth is a Sphere</li> <li>➤ Oceans and Continents</li> <li>➤ Directions on the Globe</li> <li>➤ Longitudes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains that the earth is spherical in shape.</li> <li>➤ Explains that the earth rotates from west to east.</li> <li>➤ Explains about latitudes, longitudes, rotation, revolution, continents, oceans, axis.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on the features of earth.</li> <li>➤ Interprets the process of rotation and revolution.</li> <li>➤ Explains the similarities and differences between latitudes and longitudes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyse the information of explorers.</li> <li>➤ Collects tabulates the names of continents, and oceans, seas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the relation between day, nights, and shape of the earth.</li> <li>➤ Puts question about the results of Earth's rotation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies and paints different continents of the world.</li> <li>➤ Points out the oceans in the world map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the work done by the sailors, scientists to know about earth.</li> <li>➤ Appreciates the uses of latitudes and longitudes</li> </ul>
3.	From gathering food to growing food the earliest people.	<ul style="list-style-type: none"> <li>➤ Gathering Food and Hunting</li> <li>➤ Stone tools (Case Study Kurnool Caves)</li> <li>➤ Nomadic Life</li> <li>➤ Painting, Shared Living</li> <li>➤ Learning to grow Crops and tend Animals</li> <li>➤ Domestication, Settled Life</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compares and contrasts the tools used by earliest people and the people of modern age.</li> <li>➤ Explains about the clothing of earliest people.</li> <li>➤ Explains the reasons, similarities, differences between the migration of earliest people and the present people.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets why the earliest people didn't wear cotton and woollen clothes</li> <li>➤ Comments on the favourable conditions for settled life of earliest people.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepares and analyses the table of pet animals and agricultural products of earliest people.</li> <li>➤ Collects the pictures and information of different stone tools used by the earliest people.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Puts questions about the nomadic life.</li> <li>➤ Ask questions on the life of earliest people in caves, life without present tools.</li> <li>➤ Puts questions to archaeologist on the earliest people.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the important places of stone age on the map of Andhra Pradesh.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the stone tools used by the earliest people.</li> <li>➤ Appreciates the use of fire, wheel by earliest people on different occasions.</li> </ul>

Unit No.	Theme/ Lesson	Key concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
4 A	Land forms of Andhra Pradesh.	<ul style="list-style-type: none"> <li>➤ Hills</li> <li>➤ Plateau</li> <li>➤ Plains, Delta</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about plateau, plain and Delta regions.</li> <li>➤ Compares and contrasts between plateau and plain.</li> <li>➤ Describes the life style of the people of hilly regions and plains.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on the land form of Andhra Pradesh.</li> <li>➤ Interprets the information of Delta.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects, tabulates and analyses different hills present in various districts of Andhra Pradesh.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Puts questions to know, why the coastal plains are fertile.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates river Krishna and Godavari in the map of A.P. and identify the regions of plain and plateau.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gets sensitized to the advantages of plains.</li> <li>➤ Appreciates the importance of delta region.</li> </ul>
4 B	Penamakuru a village in the Krishna delta.	<ul style="list-style-type: none"> <li>➤ Soils</li> <li>➤ Rainfall and Irrigation</li> <li>➤ Crops</li> <li>➤ Irrigation, Market and changing crops</li> <li>➤ Houses</li> <li>➤ Animal rearing</li> </ul> <p>- Road Transport and Markets</p> <p>-Availability of Labour</p>	<ul style="list-style-type: none"> <li>➤ Explains about soils, irrigation, changing crops, market, transport and labour.</li> <li>➤ Compares and contrasts between the life styles of their village and penamakuru.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gives views on irrigation market, changing, crops.</li> <li>➤ Reads the para 'soils' and interpret on the continuous fertility.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tabulates different professions of people of Penamakuru.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Puts questions on the professions of their village and tenancy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draws the map of A.P. and identifies their district in colour.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the availability of water in penamakuru</li> <li>➤ Shows respect to the landless labours.</li> </ul>

Unit No.	Theme/ Lesson	Key concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
5.	Salakam Cheruvu – A village on the plateau	<ul style="list-style-type: none"> <li>➤ Deccan Plateau</li> <li>➤ Soils</li> <li>➤ Climate and Rain fall</li> <li>➤ Water Resources</li> <li>➤ Agriculture and Crops</li> <li>➤ Market</li> <li>➤ Other Sources of Livelihood</li> <li>➤ Road and Markets</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the similarities and the differences between the life style of the people of plateau and plains regions.</li> <li>➤ Describes the nature of soil of plateau.</li> <li>➤ Explains the difference between a well and a borewell.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reads the para ‘Soils’ and comments on the soils of Salakam cheruvu.</li> <li>➤ Gives views on drought by reading the para ‘climate’.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyse the information of tanks located in their surrounding villages.</li> <li>➤ Tabulates comparing the soils, crops, professions with that of their own village.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Responds on the drying of tanks.</li> <li>➤ Reflects on how to convert the lands from unfertile to fertile.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies Ananthapur district and their own district in the map of A.P. with colours.</li> <li>➤ Draws the map of their own village.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the livelihoods of people of salakam cheruvu.</li> <li>➤ Identifies the importance of water in agriculture.</li> </ul>
6.	Kunavaram – tribal villages on the hills.	<ul style="list-style-type: none"> <li>➤ The Bison Hills</li> <li>➤ Podu Cultivation</li> <li>➤ Forest Products</li> <li>➤ Drinking Water</li> <li>➤ Bamboo – Products</li> <li>➤ Houses and Habitation</li> <li>➤ Customs</li> <li>➤ The Future of Konda Reddys</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compares the work done by the tribal people with that of plateau and plain.</li> <li>➤ Describes the cultural activities of tribal people.</li> <li>➤ Explains about the orchards.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reads the para ‘Podu’ and gives views on Jhum cultivation.</li> <li>➤ Comments on Konda Reddy’s traditions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tabulates different livelihoods of Konda Reddys.</li> <li>➤ Collects the information about other tribal communities</li> <li>➤ Tabulates different forest products and their uses.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Questions about the future of Konda Reddys.</li> <li>➤ Reflects on the losses of destroying forests.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draws the map of A.P. and identifies the districts of Khammam and Godavari.</li> <li>➤ Identifies the course of river Godavari in the map of A.P.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies the importance of protection of Konda Reddy’s culture.</li> <li>➤ Understands the losses of Jhum cultivation</li> </ul>

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7.	Production, exchange and livelihood.  Agriculture in out times.	<ul style="list-style-type: none"> <li>➤ Venkatapuram – Agricultural Labourers in Groundnut Fields</li> <li>➤ Small Formers in Venkatapuram</li> <li>➤ Contract Farming</li> <li>➤ Small Farmers of Andhra Pradesh</li> <li>➤ Agriculture in Andhra Pradesh</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about small farmers, big farmers, contract farming, finance business.</li> <li>➤ Compares the conditions of small farmers with big farmers.</li> <li>➤ Compares food crops with commercial crops.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gives vies on contract farming.</li> <li>➤ Comments on the difficulties faced by the workers and small farmers of venkatapuram.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tabulates the names of food and commercial crops.</li> <li>➤ Tabulates the information about the coolie rates of male and female workers of their village.</li> <li>➤ Collects the news paper clippings about the problems of farmers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects the improvement of the conditions of A.P. Farmers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draws the map of A.P. and locates the districts where ground nut in grown more.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gets sensitized to the problems faced by farmers because of financiers.</li> <li>➤ Helps farmers to overcome the problems.</li> </ul>
8 A	Trade in Agricultural produce	<ul style="list-style-type: none"> <li>➤ Selling Vegetables on street – Case Study of Gouri – A small Vegetable Vendor</li> <li>➤ Weekly Market (Santha)</li> <li>➤ A Case Study of dry chilly Seller</li> <li>➤ Rythu Bazar in Andhra Pradesh</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about production, exchange, market, santha.</li> <li>➤ Explains about the problems of small traders.</li> <li>➤ Explains about the benefits and limitations of Rhythu Bazar, Self help</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reads the test Sunday Santha in choutuppal, and describes it.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Visits Rhythu Bazar and lists out the rates of different vegetables.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on why the municipality/village Panchayat collects amount from traders of Santha.</li> <li>➤ Explains the reflections of consumers visiting Rhythu</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draws the map of A.P. and locates Nalgonda and their district.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the uses of Rhythu Bazaar.</li> <li>➤ Gets sensitized to the importance of self-help</li> </ul>

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			group. ➤ Explains, where the agricultural goods are sold.			Bazaar.		group.
8 B	Trade in agricultural produce.	<ul style="list-style-type: none"> <li>➤ Agriculture Market Yard</li> <li>➤ Minimum Support Price</li> <li>➤ Selling to a Rice Miller</li> <li>➤ Selling through Brokers</li> <li>➤ Trading Paddy in Andhra Pradesh</li> <li>➤ Indebtedness and Selling Paddy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains minimum support price, market yard, food corporation of India, commission agents.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on indebtedness and selling paddy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the information from local farmers about, at what price they sell the grains and to whom they sell the grains.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on what should be the support price and why?</li> <li>➤ Gives views on the role of Brokers in the selling of agricultural products.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the districts of Nalgonda, Nellore, Khammam, Kurnool, Warangal in the map of A.P.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gets sensitized to the problems of small-farmers of A.P.</li> <li>➤ Recognises the advantage of support price to the farmers.</li> </ul>
9.	Community decision making in a tribe.	<ul style="list-style-type: none"> <li>➤ Tribes – Societies Where all people are equal</li> <li>➤ Gond Panch and Patla</li> <li>➤ Village Headmen (Patla)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about hereditary shared celebrations, Anthropologist, adults.</li> <li>➤ Explains the method of electing village headman by the tribal people.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on the activities of tribal community.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and tabulates the names of different tribal communities.</li> <li>➤ Tabulates the duties of village headman.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gives views on how the village head man is elected.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the districts in which more tribal communities lie in the map of A.P.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciate the tribal community on trading all as equal.</li> <li>➤ Shows respect towards tribal culture and traditions.</li> </ul>

Unit No.	Theme/ Lesson	Key concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
10.	Emergence of kingdoms and republics .	<ul style="list-style-type: none"> <li>➤ The Ganges Valley 2700 years ago – from Janapadas to Mahajanapadas</li> <li>➤ Villages and Cities and in the times of Mahajanapadas</li> <li>➤ Kings, Army and Tax System</li> <li>➤ Magadha – a powerful kingdom</li> <li>➤ Vajji – a Gana</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about kingdom, republic, Janapada, Maha Janapada, Grihapathi.</li> <li>➤ Compares and contrasts republics and kingdoms, Gondapanch and republics.</li> <li>➤ Gives reasons for the emergence of powerful Magadha kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reads the para ‘ villages in the times of Mahajanapadas and comments on the life style of villages at that time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the names of MahaJanapadas as</li> <li>➤ Collects more information of professionals of that time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on what different taxes people pay at present.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draws the map of India and locates Mahajanapadas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the ruling of republics.</li> <li>➤ Identifies the importance of plain in the emergence of janapadas.</li> </ul>
11.	First Empires.	<ul style="list-style-type: none"> <li>➤ Mauryan Empire</li> <li>➤ Ashoka, a Unique Ruler</li> <li>➤ Ashoka’s War in Kalinga</li> <li>➤ Ashoka’s Dharma Kingdom and Empires in the Deccan</li> <li>➤ How did the Headmen of some Clans become small kings?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about Dharma of Ashoka, Empire, Dharma Mahamatras, Dhamma.</li> <li>➤ Explains about the spread of Mourya Kingdom.</li> <li>➤ Describes, how he Ikshvakas tried to unite different clans and kings.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on the message of Ashoka to his subjects.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the information of inscriptions present in their areas.</li> <li>➤ Collects more information about Boudharams and sthupas.</li> <li>➤ Collects ancient coins.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains how different the present ruling is from the ruling of Ashoka.</li> <li>➤ Questions on the method of declarations of governemtn.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates Syria, Greece, Egypt, Srilanka, India in the map of world.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates Ashoka’s Dharma.</li> <li>➤ Appreciates the idea of avoiding wars leads to the world’s peace.</li> </ul>

Unit No.	Theme/ Lesson	Key concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
12.	Democratic Government	<ul style="list-style-type: none"> <li>➤ What does a Government do?</li> <li>➤ Types of Government</li> <li>➤ Democracy – Democratic Governments</li> <li>➤ Representative Democracy</li> <li>➤ Checks on elected Representatives</li> <li>➤ Equality and Democracy</li> <li>➤ Government at Different Levels</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about democracy, Monarchy, constitution, equality, representative, citizen.</li> <li>➤ Compares and contrasts between the governments of Gonds &amp; Modern Democracy; Monarchy and democracy.</li> <li>➤ Explains about how the decisions are made in democracy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Express the views about equality – democracy.</li> <li>➤ Gives views on what does the government do.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the pictures/ photos of local M.L.A., M.P. and chief ministers of A.P.</li> <li>➤ Prepares a chart of functions of government.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains how the decisions are taken at their house.</li> <li>➤ Questions the villagers on voting and electing their representative.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draws India map and locates Hyderabad.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Respects the democratic values.</li> <li>➤ Appreciates, giving right to vote to all the people of age 18 yrs without showing any discrimination.</li> </ul>
13.	Village Panchayat	<ul style="list-style-type: none"> <li>➤ Democracy at the Village level</li> <li>➤ Gram Sabha</li> <li>➤ Formation of Gram Panchayats – Gram Sabha -Wards - Reservations in Gram Panchayaths - Elections</li> <li>➤ Sarpanch, Upa-Sarpanch and</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about Gram Sabha, Reservations, Public Amenities.</li> <li>➤ Explains about the functions of Gram Sabha.</li> <li>➤ Explains about the functions and elections of Grampanchat, Mandal Praja Parishat, Zilla Parishat.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reads the para ‘functions of gram panchayat’ and comments on it.</li> <li>➤ Comments on the text under the title ‘Gangadevipalli Panchayat’.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tabulates the functions of ward members, Sarpanch, Deputy Sarpanch, Village Secretary, President of Mandal Parishat, Chairman of</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about what problems they would discuss if they become a member of local government.</li> <li>➤ Questions about their local Government.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates their district in the map of A.P.</li> <li>➤ Locates the districts of Mahabubnagar, Adilabad in the map of A.P.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the problems faced by committed Sarpanches.</li> <li>➤ Observes the role of local Governments in solving</li> </ul>

Unit No.	Theme/ Lesson	Key concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
		Secretary ➤ Functions of Gram Panchayats ➤ Funds ➤ A Case Study of Jangamma, the Surpanch of Hazipally ➤ A Case Study – Gangadevipally Panchayat ➤ Mandal and Zilla Parishad			Zilla Parishat.			local problems.
14.	Local self governments in urban areas.	➤ Formation of Municipalities – Bheemunipatnam Municipality – The Oldest Municipality ➤ Functions of Municipalities ➤ Funds of the Municipalities ➤ Municipal Workers – China and Nazma ➤ Tenali Municipality	➤ Explains about self governing, Municipality, Municipal corporation, Bio-waste, framing duties of corporation. ➤ Compares and contrasts between a) Municipalities & villages Panchayat; b) Village and town.	➤ Comments on the text of community representation. ➤ Reads the para ‘Municipal workers’ and explains about their functions.	➤ Lists out the municipalities of their district. ➤ Lists out the municipal corporation of A.P.	➤ Visits the local corporation or council or and questions them about their duties. ➤ Questions about the duties of municipalities	➤ Locates the towns which have municipalities in the map of A.P.	➤ Shows interest in knowing the programmes of municipalities ➤ Appreciates the municipal workers service to the public.

Unit No.	Theme/ Lesson	Key concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
15.	Diversity in our society.	<ul style="list-style-type: none"> <li>➤ Diversity in our neighbourhood.</li> <li>➤ Diversity in India</li> <li>➤ Study of Thar Desert and Sikkim</li> <li>➤ Unity in Diversity – Chirala – Perala Movement</li> <li>➤ - Patriotic song</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about diversity, culture, colonial rule, lama.</li> <li>➤ Gives examples for the diversity in their area.</li> <li>➤ Explains about unity in diversity of India.</li> <li>➤ Compares and contrasts between the life styles of Sikkim &amp; Thar desert.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reads the para 'Diversity in India' and explains in their own words.</li> <li>➤ Comments on 'unity in diversity' of india.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepares the table showing the features of unity in different religions.</li> <li>➤ Talks to neighbours and lists out the diversified features of their family.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Responds to the cultures, festivals of different religions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the desert, Sikkim in India map.</li> <li>➤ Locates Prakasam district in the map of A.P.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepares a poster on unity in diversity of India.</li> <li>➤ Respects all.</li> <li>➤ Sings patriotic songs.</li> </ul>
16.	Towards Gender Equality.	<ul style="list-style-type: none"> <li>➤ Statement Regarding Women</li> <li>➤ Statement on the Nature of both men and women</li> <li>➤ Growing up as boys and girls</li> <li>➤ Sex Ratio/Fewer girls Fewer women</li> <li>➤ Differences in literacy levels</li> <li>➤ Access to property</li> <li>➤ Employment</li> <li>➤ Unrecognized work of women</li> <li>➤ Things are changing now.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about employment, right to property, gender discrimination, women empowerment.</li> <li>➤ Gives difference between discrimination and inequality.</li> <li>➤ Compares the working style of women in family, society, school.</li> <li>➤ Explains about female literacy, discrimination towards women employees.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reads and comments the para' unrecognized work of women.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the pictures of the leaders who fought for women during independence movement.</li> <li>➤ Lists out the names of social reformers who fought for women.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the freedom of women.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Colours the states of India which have women chief minister.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Writes slogans on gender discrimination.</li> <li>➤ Prepares poster to encourage female literacy.</li> </ul>

Unit No.	Theme/ Lesson	Key concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
17.	Religion and society in early times.	<ul style="list-style-type: none"> <li>➤ Hunter – Gatherers- Chenchus – Religious Practices</li> <li>➤ Early Farmers and Herders</li> <li>➤ Religion in the Indus Valley Civilization</li> <li>➤ Religion of the Vedas-Hymns</li> <li>➤ Worshipping dead ancestors – The Megaliths of the Deccan</li> <li>➤ New Questions in the age of the Janapadas and Cities</li> <li>➤ What happens after death?</li> <li>➤ What is it that will never Perish? (Atma)</li> <li>➤ Parivrajakas</li> <li>➤ Gautama Budha</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about Gama Sangha, Hymn, Yagna, Ashmounds, Mother Godders, Tripitikas great middle path.</li> <li>➤ Compares and contrasts between the religions of vedic time and Indus time.</li> <li>➤ Compares the principle of Mahavira and Gautama Budha .</li> <li>➤ Explains about vedic literature.</li> <li>➤ Gives examples for different religions.</li> <li>➤ Compares the praying style of different religions.</li> <li>➤ Tells about the living conditions of vedic time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on beliefs and customs of different religions.</li> <li>➤ Comments on Ashmounds.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepares an Album collecting pictures of gods.</li> <li>➤ Collects more information about Jaina and Boudha religions.</li> <li>➤ Collects the pictures of Indus valley time, trees, animals worshipped by people.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tells about the praying styles of local people/area.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the important places of Indus, vedic time in the map of India.</li> <li>➤ Locates the Nallamala regions in the map of A.P.</li> <li>➤ Draws India map and identifies the area where Indus civilization flourished</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the worshipping of trees, snakes, animals in the ancient time.</li> <li>➤ Shows interest in participating in the functions various religious customs and traditions.</li> </ul>

18.	Devotion and love towards God.	<ul style="list-style-type: none"> <li>➤ Early Religious practices and beliefs</li> <li>➤ Hindu Religion</li> <li>➤ Bhagawatas and Shaivas</li> <li>➤ Story Tellers</li> <li>➤ Bhakti movement</li> <li>➤ Alvars and Nayanars</li> <li>➤ Christianity</li> <li>➤ Islam</li> <li>➤ The Belief in a supreme God.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about the principles of different religions.</li> <li>➤ Explains the teaching of different saints.</li> <li>➤ Explains the similarities and differences between Alvars and Nayanars.</li> <li>➤ Compares and contrasts between Christianity and Islami, vedic religion and Bhagavathas.</li> <li>➤ Explains the teachings of prophet Mohammed.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on the importance of Alvars and Nayanars.</li> <li>➤ Comments on the teachings of christinaity.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects more information of religions by interviewing heads of various religions.</li> <li>➤ Prepares Album by collecting pictures of different religions, leaders of Bhaki movement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about the programmes of different religions of their area.</li> <li>➤ Reflects on the spread of Hinduism and Islam in India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates Jerusalem, Mecca, India in the map of the world.</li> <li>➤ Draws India map and identifies river sindhu, Kerala and Chennai.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Respects all religions.</li> <li>➤ Visits museum and observes the statues of Mahavira and Budha.</li> <li>➤ Prepares a poster showing all religions are same and equal.</li> </ul>
19.	Language, writing and great books.	<ul style="list-style-type: none"> <li>➤ What is Language?</li> <li>➤ Why are there so many Languages?</li> <li>➤ Writing and Script-Different kinds of Scripts</li> <li>➤ What did people write on?</li> <li>➤ Poems, Songs and stories</li> <li>➤ Vedas</li> <li>➤ The Great Epics- Ramayana and Mahabharata</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about Epics, Inscriptions, Decimal system, Sangam literature, Ayurveda, Importance of language.</li> <li>➤ Gives differences between charaka samhita and Susrutha.</li> <li>➤ Explains the importance of Ramayana and Mahabharatha.</li> <li>➤ Tells about the famous scientists of</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on the changes in languages.</li> <li>➤ Explains the story of Ramayana and Mahabharatha.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects Jataka stories, different scripts.</li> <li>➤ Collects the small stories that come across Mahabharatha.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Mentions the languages written on currency notes.</li> <li>➤ Reflects on the effects of Epics on real life.</li> <li>➤ Questions teachers on the new inventions of Mathematics in the Modern age.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draws the map of India and identifies Bihar, tamilnadu, Maharashtra.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the work done by Ancient Indians in the field of medicine, Astronomy, Maths.</li> <li>➤ Gets sensitized to the enriched</li> </ul>

		<ul style="list-style-type: none"> <li>➤ Sangam Literature in Tamil</li> <li>➤ Books on Medicine, Surgery, Astronomy and Mathematics.</li> </ul>	Medicine, Astronomy, Mathematics of Ancient India.					culture and heritage of India and protects them.
20.	Sculptures and Buildings.	<ul style="list-style-type: none"> <li>➤ Ancient Stone and Bronze Sculptures</li> <li>➤ Mauryan Period Sculptures</li> <li>➤ Buddhist Stupas and Viharas</li> <li>➤ Rock cut Chaityas and Early Temples.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about Chaitya, Stupa, Vihara, Relics, Monastery.</li> <li>➤ Explains about Indian Architecture, Sculpture and Buildings.</li> <li>➤ Gives differences between stupas, Chaitya, Vihara.</li> <li>➤ Explains about the temples constructed from the rock cut.</li> <li>➤ Tells the uses of viharas, Chaityas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on the culture of rulers.</li> <li>➤ Gives views on the sculpture of Budha religion.</li> <li>➤ Reads the para on king Ashoka and tells the importance points.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the pictures of different statues, buildings, temples, Amaravathi Paintings.</li> <li>➤ Visits and collects the information on the sculpture of different temples.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the costumes on ancient and present time.</li> <li>➤ Reflects on the social life presented by the ancient statues, monuments and constructions.</li> <li>➤ Compares the present buildings with the buildings of that time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the Amaravathi town in the map of A.P.</li> <li>➤ Locates the places of famous buildings in the map of A.P.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the sculptures of India.</li> <li>➤ Protects the ancient structures.</li> <li>➤ Appreciates Boudha Chaitanyas and Aramas for flourishing as Educational Institutions and centres.</li> </ul>

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**Class-VII**

<b>Unit No.</b>	<b>Theme/ Lesson</b>	<b>Key Concepts</b>	<b>Conceptual Understanding</b>	<b>Reading the given text, Understanding and Interpretation</b>	<b>Information Skills</b>	<b>Reflection on Contemporary issues and questioning</b>	<b>Mapping Skills</b>	<b>Appreciation and Sensitivity</b>
1.	Diversity on the Earth  Reading Maps of different kinds.	<ul style="list-style-type: none"> <li>➤ Symbols – Point, Line, Area</li> <li>➤ Physical Maps</li> <li>➤ Measuring Height on Land</li> <li>➤ Showing Heights on a map</li> <li>➤ Contour Lines</li> <li>➤ Uses of Maps showing Heights</li> <li>➤ Mean Sea Level</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains that how the maps are useful to the people.</li> <li>➤ Explains about the contours.</li> <li>➤ Explains, why all the sea levels are equal in the world.</li> <li>➤ Tells about the different life styles of people living in high regions and low regions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reads the contour lines item and interprets on them.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses the information about the heights of different towns.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Questions on the uses of maps.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies the directions in the India map.</li> <li>➤ Draws their village map and locates the school, temple, tank, bank, etc on it.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the uses of maps to the people.</li> </ul>
2.	Rain and Rivers	<ul style="list-style-type: none"> <li>➤ Evaporation</li> <li>➤ Formation of Clouds and Rain</li> <li>➤ Water Cycle</li> <li>➤ Precipitation</li> <li>➤ Humidity</li> <li>➤ Winds and Clouds</li> <li>➤ Rainfall in Andhra Pradesh</li> <li>➤ Rain Guage</li> <li>➤ Rivers – Flow of Rivers</li> <li>➤ Transformation of</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about the precipitation</li> <li>➤ Explain about irrigation.</li> <li>➤ Explains about agriculture.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets the impact of temperature on Rain.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the information of water resources in their locality.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Responds to how to face the disasters like cyclones and floods.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies the heavy rainfall regions in India map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Makes poster on the precautions to be taken up during the floods and cyclones.</li> </ul>

Unit No.	Theme/ Lesson	Key Concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
		a Stream in to a Board River ➤ Flood – Plains and Floods ➤ Facing the challenge in cyclones and floods (disasters) ➤ How people prepare for disasters?						
3.	Tanks and Ground water	➤ Tanks ➤ How were the tanks built? ➤ Uses of Tanks and Decline of Tanks ➤ Ground Water ➤ Water table or ground water level ➤ Rocks and ground water in Andhra Pradesh ➤ Recharging Ground water ➤ Quality of Ground water ➤ Use of Ground water	➤ Explains the water-cycle. ➤ Explains the temperature, resources, agriculture of Europe and Africa. ➤ Tells about the changing of ground water.	➤ Reads the text on potable and non-potable water and interprets on them.	➤ Collects and analyses the information of tanks of surrounding area.	➤ Reflects on, what precautions and measures to be taken up to protect the ground water.	➤ Draws the village map and locates water resources.	➤ Prepares poster on the factors effecting the ground water pollution.

Unit No.	Theme/ Lesson	Key Concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
4.	Oceans and Fishing	<ul style="list-style-type: none"> <li>➤ Ocean Relief</li> <li>➤ Kinds of Ocean Water</li> <li>➤ Movements               <ul style="list-style-type: none"> <li>- Waves</li> <li>- Currents</li> <li>- Tides</li> </ul> </li> <li>➤ Fishing village on the coastal plains</li> <li>➤ Fishing</li> <li>➤ Nets</li> <li>➤ Agriculture and animal husbandary</li> <li>➤ Salinity and drinking water</li> <li>➤ Social life</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compares the lives of fisherman of people Bavanapadu with cattle of the other local people.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reads the text on cultivation methods of agriculture, finance, and interprets on them.</li> <li>➤ Reads the problems of france and interprets on them.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Conducts survey on lifestyles of fishing people.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Suggests solutions to the fishing people to avoid the dependency on middle men.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies various seas in the world map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciate s the seas, in helping the fishermen.</li> </ul>
5.	Europe	<ul style="list-style-type: none"> <li>➤ Location of Europe</li> <li>➤ Mountains, Plains and Rivers</li> <li>➤ Peninsulas, Islands and Bays</li> <li>➤ Climate, Distance from the Equator</li> <li>➤ The Atlantic Ocean – its influence</li> <li>➤ Westerlies</li> <li>➤ Warm Ocean Currents</li> <li>➤ Western Europe:</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the impact of Atlantic Ocean on temperature and life style of European people.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets on the dependency of the European countries on colonial countries.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses the information of rivers that flow in Europe.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets on the relationship between the commercial, cultural relations and the sea routes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies the seas, Islands and countries of Europe in the Europe map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciate s the role of colonies in the developme nt of Europe.</li> </ul>

Unit No.	Theme/ Lesson	Key Concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
		showers all the year round ➤ Mediterranean Climate in Southern Europe ➤ Land, Climate and Agriculture. ➤ Discovery of Sea routes – Industrial revolution in Europe.						
6.	France – A European Country.	➤ Introduction ➤ Mountains, Plains and Plateau ➤ Climate ➤ The Four seasons and Agriculture ➤ Winter ➤ Spring ➤ Summer ➤ Autumn ➤ Animal Rearing and Fodder Crops ➤ French Farms – Modern Agriculture ➤ Minerals and Industries ➤ Sources of Energy and Industrialization.	➤ Explains the benefits of the surrounding seas to France. ➤ Explains, how the natural factors are helping the animal husbandry in France.	➤ Interprets on the industrialisation of France.	➤ Collects and analyses the different types of crops, grown in France.	➤ Reflects on how the different breeds of cows are reared in their local region.	➤ Identifies France in the world map. ➤ Identifies the adjacent countries of France in the world map.	➤ Tells about, why the people are protesting against the establishment of nuclear energy plants.

7.	Africa	<ul style="list-style-type: none"> <li>➤ Africa – A vast plateau</li> <li>➤ Climate</li> <li>➤ Regions with heavy, moderate and scanty rainfall</li> <li>➤ The people of Africa</li> <li>➤ The African coast</li> <li>➤ Slave trade</li> <li>➤ European Colonies</li> <li>➤ Independent Africa</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tells about the deserts of Africa.</li> <li>➤ Explains about the slave trade.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets on Independent Africa.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the particulars of European countries, that established colonies in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Responds on the lifestyle of slaves.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies the different countries in the Africa map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains that, slave trade is highly heinous.</li> </ul>
8.	Nigerian African Country.	<ul style="list-style-type: none"> <li>➤ Seasons</li> <li>➤ Natural Vegetation of Nigeria</li> <li>➤ Mangrove Forests</li> <li>➤ Equatorial Forests</li> <li>➤ The Savanna</li> <li>➤ Natural Regions of Nigeria</li> <li>➤ People</li> <li>➤ Agriculture</li> <li>➤ Crops and Plantations of South Nigeria</li> <li>➤ Agriculture and Animal Husbandry in Northern Nigeria</li> <li>➤ Mineral Oil</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains, how the equatorial forests are helpful to the Nigerian people.</li> <li>➤ Gives examples of food and commercial crops grown in Nigeria.</li> <li>➤ Explains the difficulties faced by some tribes in rearing the animals.</li> <li>➤ Tells the differences and similarities of British colonies in Nigeria and India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets on the Natural vegetation of Nigeria.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects, tabulates and analyses the particulars of different occupations of Nigerian people.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Questions, on the reasons of, why the Nigerians are not fully utilising the natural resources and agriculture.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies Nigeria and its adjacent countries in the Africa map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciate s the Kampala designs.</li> </ul>

9.	<p>Productions, Exchange and livelihoods.</p> <p>Handicrafts and Handloom</p>	<ul style="list-style-type: none"> <li>➤ Polaiiah – basket Maker of Andugula</li> <li>➤ Urban Slum – Basket Makers</li> <li>➤ Handlooms Weavers – Pochampally</li> <li>➤ Stages of Weaving Saree -Dyeing yar - Warp and weft</li> <li>➤ Weaver's problems and cooperative societies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tells about Polaiiah's right to vote in Hyderabad.</li> <li>➤ Explains the problems faced by the handloom workers/weavers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets on the lifestyle of people of urban slums.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the information of different handicrafts and analyses their life style.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the other products that take place in the handicraft production.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies the important cities and towns in A.P. map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciate s the pochampally people on getting patent right for Ikkat saree.</li> </ul>
10.	Industrial revolution	<ul style="list-style-type: none"> <li>➤ Increasing control of traders</li> <li>➤ Beginning of Industrial revolution 1750-1850 A.D.</li> <li>➤ James Watt's Invention</li> <li>➤ Factory system of production</li> <li>➤ The experience of a 19<sup>th</sup> century child worker</li> <li>➤ Inside early factories</li> <li>➤ Sources of energy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains how the increases in wages of workers, influences the industrial production.</li> <li>➤ Tells about, why the govt. should improve the working conditions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets on the urbanisation and slums.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Analyses the invention of different novel things.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the railways constructed by colonial rulers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies different countries in the world map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains why the children are not allowed to work in the factories.</li> </ul>

		<p>and industrial development</p> <ul style="list-style-type: none"> <li>➤ Trade in industrial products</li> </ul> <p>- Urbanization and slums</p>						
11.	Production in a factory a paper mill.	<ul style="list-style-type: none"> <li>➤ Paper Mills in A.P.</li> <li>➤ Raw Materials</li> <li>➤ Paper Mills and disappearance of Bamboo</li> <li>➤ Process of paper making</li> <li>➤ Selling the paper</li> <li>➤ Working in paper mill</li> <li>➤ Ownership of the paper mill</li> <li>➤ Paper mills – Pollution – control</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains, the factors to be considered to establish a factory.</li> <li>➤ Explains, about the pollution due to industries and how to control it.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets on the world of without paper.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses the particulars of paper industries.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on what to use instead of paper.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies the paper producing countries in the world map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the relationship between lives of labourers and paper industries.</li> </ul>
12.	Importance of transport system.	<ul style="list-style-type: none"> <li>➤ Transport system in A.P. <ul style="list-style-type: none"> <li>- Road ways</li> <li>- Rail ways</li> <li>- Air ways</li> <li>- Waterways</li> </ul> </li> <li>➤ Use of Roads for production and Scale of Goods</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the reason for the increase in production due to industrial revolution.</li> <li>➤ Explains the need of transport system for agricultural goods production.</li> <li>➤ Tells, how the buses</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets on the road – safety weeks.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses the particulars of different transport system.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the measures to be taken up to control the congestion and pollution due to the use of vehicles in a big way.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies the airport towns in A.P. map.</li> <li>➤ Identifies the road and railway lines from</li> </ul>	<ul style="list-style-type: none"> <li>➤ Writes slogans on prevention of accidents.</li> <li>➤ Explains, the transport system is</li> </ul>

		<ul style="list-style-type: none"> <li>➤ Employment in Transport activities</li> <li>➤ Transport services and choices</li> <li>➤ Congestion and pollution</li> <li>➤ Travel in safe way</li> <li>➤ Road safety week.</li> </ul>	<p>are different from railways.</p> <ul style="list-style-type: none"> <li>➤ Explains, the importance of providing transport facilities to villages, and water ways in international trade.</li> <li>➤ Explains – what happens, if there is a raise in transport cost.</li> </ul>			<ul style="list-style-type: none"> <li>➤ Reflects on pollution due to transport, and suggests measures to control it.</li> </ul>	<p>their district to state capital in A.P. map.</p>	<p>the back bone, of the development of the country.</p> <ul style="list-style-type: none"> <li>➤ Prepares poster on pollution controlling measures.</li> </ul>
13.	<p>Political Systems and Government</p> <p>New Kings and Kingdoms</p>	<ul style="list-style-type: none"> <li>➤ The emergence of New dynasties</li> <li>➤ Prashastis and land grants</li> <li>➤ Administration in the kingdoms</li> <li>➤ Warfare for wealth</li> <li>➤ Mohmud Ghazni</li> <li>➤ Chahamanas</li> <li>➤ The Cholas</li> <li>➤ From Uraiyur to Thanjavur</li> <li>➤ Splendid temples and bronze sculpture</li> <li>➤ Agriculture and irrigation</li> <li>➤ Administration of the empire</li> <li>➤ Types of land</li> <li>➤ Inscriptions and texts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains, the required qualifications to be elected as a member of “SABHA” committee of Chola Kingdom.</li> <li>➤ Explains, how the Rashtrakutas became powerful.</li> <li>➤ Explains, what activities have been done by new kingdoms for the acceptance of the people.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets on agriculture and irrigation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the pictures of ancient temples and makes an album.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compares the elections of Uttaramerur with the present day Panchayatraj.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies the major kingdoms during seventh-twelfth centuries in India map.</li> <li>➤ Identifies the Chola kingdom in India map, fills with colours, also identifies adjacent kingdoms.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciate s the chola temples, and their subsidiary programmes.</li> </ul>

14.	The Kakatiyas emergence of a regional kingdom.	<ul style="list-style-type: none"> <li>➤ Arose of the Kakatiya kingdom in Warangal</li> <li>➤ Important kakatiya rulers</li> <li>➤ Rudradeva</li> <li>➤ Rudrama Devi</li> <li>➤ Nayankara system</li> <li>➤ Encouragement to Agriculture and temples</li> <li>➤ Trade</li> <li>➤ The End of the Kaktiyas</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tells, similarities and differences between the warriors of those times and the armies of modern times.</li> <li>➤ Explains about the Nayankara system.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets on Nayankara system.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and makes a report on pictures, temples, specific activities related to Kakatiya rulers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on the utility of the tanks at present-days built by Kakatiyas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies the kakatiya's kingdom in India map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the architecture of the kakatiya's constructions.</li> </ul>
15.	The kings of Vijayanagara	<ul style="list-style-type: none"> <li>➤ Foundation of Vijayanagara Empire</li> <li>➤ Some important kings of Vijayanagara</li> <li>➤ The city of Vijayanagara.</li> <li>➤ Armies and military leaders</li> <li>➤ 'Captains of the Troops' – The Amaranayakas</li> <li>➤ Amaranayakas and agriculture</li> <li>➤ Trade and cavalry</li> <li>➤ Krishnadeva raya – the ruler</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains reasons to the interest of portugese travellers in the forts and armies of vijayanagara kings.</li> <li>➤ Explains the impact of high military power of vijayanagara on common people.</li> <li>➤ Tells, similarities and differences between Nayankara and Amaranayakas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets on the administration of srikrishna devaraya.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Makes a list of wars fought by Srikirshna devaraya.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compares Srikrishnadevar aya's rule to the present rule and comments on them.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies the major towns of vijayanagara kingdom in India map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciate s the services rendered by the vijayanagara kings to Telugu literature.</li> </ul>

16.	Mughal Empire	<ul style="list-style-type: none"> <li>➤ Who were the Mughals?</li> <li>➤ Important Mughal emperors – Major campaigns and events</li> <li>➤ Mughal relations with other rulers</li> <li>➤ Mansabdars and Jagirdas</li> <li>➤ Zabt and Zamindars</li> <li>➤ A closer look – Akber’s Policies</li> <li>➤ Sulh – i – kul</li> <li>➤ The Mughal empire in the 17<sup>th</sup> century and after</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains, the relationship between Mansabdars and Jagirdars.</li> <li>➤ Explains, the impact of religious scholars on Akbar’s rule.</li> <li>➤ Explains, the reasons, why the Mughals allowed the earlier rulers to continue in their old kingdoms as before.</li> </ul>	➤ Reads about the Zabt and interprets on it.	➤ Prepares a list of Mughal empires with their specific programmes in ruling.	➤ Reflects on Shivaji’s combat, skilfulness against Mughatl emperors.	➤ Identifies, Akbar’s reign in India map.	➤ Appreciate s the importanc e of Sulh-i kul in controlling the Mughal empire.
17.	Establishment of the British Empire in India.	<ul style="list-style-type: none"> <li>➤ East India company</li> <li>➤ Mercantilism</li> <li>➤ Armed traders</li> <li>➤ Growing European Interference in the kingdoms of India</li> <li>➤ Misuse of company’s power</li> <li>➤ The English Impose their rule</li> <li>➤ Discontent with English Rule</li> <li>➤ The revolt of 1857 and spreads</li> <li>➤ Every village in revolt.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains, the reason for maintaining armies in India by European companies.</li> <li>➤ Explains, the role of armies in the business of the European companies.</li> <li>➤ Explains about how the European armies defeated the Indian armies in 1700’s and 1800’s.</li> <li>➤ Tells, the reasons for coming to the power by Britishers in India.</li> </ul>	➤ Interprets suppression of revolt.	➤ Analyses the particulars of 1857 revolt.	➤ Responds and questions on foreign invasion.	➤ Locates the sea route of Vascode-gama from Portugal to India in world map.	<ul style="list-style-type: none"> <li>➤ Prepares a poster on the need of unity to avert foreign invasion.</li> <li>➤ Prepares a poster on dissatisfaction towards the rule of Britishers.</li> </ul>

		<ul style="list-style-type: none"> <li>➤ The revolt is suppressed</li> <li>➤ After the revolt.</li> </ul>						
18.	Making of laws in the state assembly.	<ul style="list-style-type: none"> <li>➤ Our government after independence</li> <li>➤ Government make acts for the benefit of people</li> <li>➤ Legislative assembly</li> <li>➤ Assembly constituency</li> <li>➤ Election of MLA</li> <li>➤ Formation of Government</li> <li>➤ Council of Ministers</li> <li>➤ The State Assembly</li> <li>➤ The Legislative Council – System of Reservation and Reserved Constituencies</li> <li>➤ Governor</li> <li>➤ The making of laws</li> <li>➤ Discussions in the assembly.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains, the areas related to life of people on which laws should be made.</li> <li>➤ Tells, the states that have bicameral legislature in our country.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets on making of laws.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Analyses the procedure of elections and formation of Govt.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Responds on laws related to the schools and education department.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies the assembly constituencies in district map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the implementation of acts and facilities provided.</li> </ul>
19.	Implementation of laws in the District.	<ul style="list-style-type: none"> <li>➤ We have Government at District level also</li> <li>➤ Functions of the office of district</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the programmes organised by the district collector.</li> <li>➤ Explains the</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets on preserving the land records.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Makes a table and analyses. - making of laws and role of members.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the implementation of laws.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies their district, mandal and village</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the programmes taken up by the</li> </ul>

		<p>collector and magistrate of Nallavaram</p> <ul style="list-style-type: none"> <li>➤ Tahasildar (MRO) and Village Revenue Officers</li> <li>➤ How laws of implemented – A.P. Water, Land and Trees Protections act 2002.</li> </ul>	<p>responsibilities of District, Mandal and village level officials.</p> <ul style="list-style-type: none"> <li>➤ Tells, the differences and similarities of responsibilities, of the district, mandal and village level officials.</li> </ul>				in A.P. map.	Govt.
20.	<p>Social Organisation and Inequities.</p> <p>Caste discrimination and the struggle for equalities.</p>	<ul style="list-style-type: none"> <li>➤ People in our country belonging to some castes</li> <li>➤ Discrimination faced by Dr.B.R. Ambedkar in his childhood.</li> <li>➤ Striving for Equality. <ul style="list-style-type: none"> <li>- Jyothirao Govindarao Phule</li> <li>- Savithribhai Phule</li> <li>- Periyar E.V. Ramasami</li> <li>- Sri Narayana Garu</li> </ul> </li> <li>➤ Constitution – Government.</li> <li>➤ Programmes for equal opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the difference between punishment and discrimination.</li> <li>➤ Explains, childhood of Dr. B.R. Ambedkars.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets on the equality.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses the information about equality, and caste discrimination in their village.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Responds on the friendship without any caste base.</li> <li>➤ Responds on untouchability</li> <li>➤ Responds on caste inequities and marriages.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies the states of various social reformers, in India map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the school help in ending caste based inequalities.</li> </ul>

21.	Livelihood and struggles of Urban workers.	<ul style="list-style-type: none"> <li>➤ Working as ‘Permanent Worker’s in Factories’ – Trade Union</li> <li>➤ KRS Medicines Factory</li> <li>➤ Working on Construction sites and brick kilns</li> <li>➤ Ensuring workers rights – A global concern</li> <li>➤ Informal work and workers in town</li> <li>➤ Self employed women’s association (SEWA)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compares the condition of workers in brick kilns, a permanent and a contract.</li> <li>➤ Explains about the rights of workers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets the self employed women’s associations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepares a list and analyses about jobs alone by casual and self employed workers in their area.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Responds on the rights and responsibilities of members of trade unions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies Hyderabad in A.P. map.</li> <li>➤ Identifies Andhrapradesh, Gujarat, Ahamedabad in India map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciate s the trade unions in solving the problems of workers.</li> </ul>
22.	Religion and society. Folk-Religion	<ul style="list-style-type: none"> <li>➤ Folk worship – Folk gods and Goddesses</li> <li>➤ Community worship of folk deities – Medaram Jathara – the story</li> <li>➤ Moharram (peerila) and Urs</li> <li>➤ Ameenpeer Dargah – A symbol of religious tolerance.</li> <li>➤ Bonalu</li> <li>➤ The antiquity of folk traditions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains, the common elements in the worship of village duties.</li> <li>➤ Explains, why do people use different languages while worshipping different kinds of deities.</li> <li>➤ Gives examples for village deities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets on folk customs and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses the customs, traditions, festivals and worship practices of different religions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the worshipping of village deities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies, the main places of celebrations, Jataras, Urs, in A.P. map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciate s the interming of village deities.</li> </ul>

		<ul style="list-style-type: none"> <li>➤ The intermixing of village deities and high religious traditions</li> <li>➤ Folk wisdom and higher religion.</li> </ul>						
23.	Devotional paths to the divine.	<ul style="list-style-type: none"> <li>➤ The Philosophy and Bhakti</li> <li>➤ Basavanna's virashaivism</li> <li>➤ The saints of Maharashtra</li> <li>➤ Nathpanthis, Siddhas and yogis</li> <li>➤ Islam and Sufism</li> <li>➤ New religious developments in India <ul style="list-style-type: none"> <li>- Bammera Potana</li> <li>- Thallapaka Annamacharya</li> <li>- Chaitanya Mahaprabhu</li> <li>- Kancharla Gopanna</li> <li>- Tulasidas</li> </ul> </li> <li>➤ A Closer look : Kabir and Baba Gurunank</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains, the beliefs and practices of the Siddhas, Yogis and Sufis.</li> <li>➤ Explains, the teachings of Baba Guru Nanak.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets on the religious beliefs and practices.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses the different religious beliefs and practices.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on communal, social festivals of their locality.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies the birth places of different philosophers of Bhakti movement in India map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates Meera-bai's' beliefs and devotion.</li> </ul>

24.	Culture and Communication Rules and Buildings.	<ul style="list-style-type: none"> <li>➤ Our Kings and Rulers built different structural monuments</li> <li>➤ Engineering skills and construction</li> <li>➤ Temple construction in the early eleventh century – a new way of building</li> <li>➤ Building temples, Mosques and Tanks</li> <li>➤ Why were temples destroyed?</li> <li>➤ Imperial style of the Vijayanagara period.</li> <li>➤ Gardens, Tombs and Forts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the difference between the principles of ‘trabeate’ and ‘arcuate’ architecture.</li> <li>➤ Denotes the main characteristics of chahar bagh.</li> <li>➤ Explains, the systems of constructing temples.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets the architecture of different temples.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses the information regarding different gardens.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the demolition of temples.</li> <li>➤ Reflects on the statues established in the villages.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies the major monuments places/regions in India map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the architecture of historical monuments.</li> </ul>
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**Class-VIII**

<b>Unit No.</b>	<b>Theme/ Lesson</b>	<b>Key Concepts</b>	<b>Conceptual Understanding</b>	<b>Reading the given text, Understanding and Interpretation</b>	<b>Information Skills</b>	<b>Reflection on Contemporary issues and questioning</b>	<b>Mapping Skills</b>	<b>Appreciation and Sensitivity</b>
1.	Diversity on the Earth  Reading Maps of different kinds.	<ul style="list-style-type: none"> <li>➤ Story of Map &amp; Evaluation of maps – Sumarian, Babylonian, Hecataeus, Al Idrisi Maps – Model of the World according to Bible, Ptolemy, Gerardus Mercator maps.</li> <li>➤ Colonisation, explorations, military use and map making</li> <li>➤ Map projections</li> <li>➤ Use of maps in out times</li> <li>➤ Conventional maps, symbols, colours and patterns</li> <li>➤ Analysis of contour maps</li> <li>➤ Thematic maps. (from the following list : physical political agriculture</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the differences between various types of maps.</li> <li>➤ Explains about projection, symbols, geographer</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reads the maps and comments on them</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses the information about various maps.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Questions on maps to know more about them.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies contourlines and isobars from the map of the world.</li> <li>➤ Draws contour lines.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the people who prepared maps.</li> <li>➤ Explains the advantages of maps.</li> </ul>

Unit No.	Theme/ Lesson	Key Concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
		temperature  rainfall population industry cities)  ➤ Atlas						
2.	Energy from the sun.	➤ Insolation:- Explanation – Importance of solar energy ➤ Impact of distribution of Sun Rays angle of sunrays, – Axis of rotation, duration of day time – altitude – slope of the land – land water distribution – cloud coverage etc. ➤ Temperature and measuring temperature: - using thermometer – minimum maximum temperature, daily, monthly, seasonal and annual average –	➤ Gives reasons for the distribution of temperature. ➤ Explains about solar radiation, insolation, temperature inversion ➤ Explains reasons for the global warming.	➤ Comments on height and temperature.	➤ Observes the temperature tables and draws the graphs.	➤ Questions about different temperatures in different places.	➤ Marks out temperate zones in the map of the world.	➤ Appreciates the alternative resources used instead the non-renewable resources.

Unit No.	Theme/ Lesson	Key Concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
		graphs, focus on below zero temperature, examples of different locations – Coastal, Mountain, and Inland.						
3.	Earth movements and seasons.	<ul style="list-style-type: none"> <li>➤ Seasons – why there are seasons – formation of seasons – What causes seasons</li> <li>➤ Rotation and Revolution – impacts</li> <li>➤ Activities using globe to explain rotation and revolution of the earth.</li> <li>➤ Temperature belts on the Earth</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the relation between Earth's revolution and seasons.</li> <li>➤ Explains about Earth's Tilt.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on the occurrence of seasons.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and tabulates the sun rise and sunset timings of various months.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Questions on relation between crops and seasons.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the countries of temperature zone of both northern and southern hemispheres.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the speciality of different seasons.</li> </ul>
4.	The polar regions.	<ul style="list-style-type: none"> <li>➤ Description of polar / tundra region- Life in cold climate – changes in modern times.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains, why the human life is impossible in the polar regions.</li> <li>➤ Differentiates between equatorial</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reads the para 'contacts with the outside world' and explains the changes in the life styles of the</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the information on polar region from news papers and</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on if, the climate of polar region prevails in their area.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the polar regions on the world map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepares the wall magazine with the pictures of polar</li> </ul>

Unit No.	Theme/ Lesson	Key Concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
		(example of life in Canadian or European or Asian Tundra)	region and polar region.	people of polar region.	magazines.			region.
5.	Forests : using and protecting them.	<ul style="list-style-type: none"> <li>➤ Recall from 6&amp;7 classes</li> <li>➤ Description-distribution types</li> <li>➤ Status of forests in Andhra Pradesh</li> <li>➤ Tribal use of forests</li> <li>➤ Forest products – Economic importance and trade</li> <li>➤ De-forestation – forest Conservation (social forestry)-correlate with thematic maps</li> <li>➤ Forest Rights Act – 2006</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about</li> <li>➤ What is a forest?</li> <li>➤ Types of forests.</li> <li>➤ Evergreen forests.</li> <li>➤ Deciduous forests.</li> <li>➤ Thorny forests.</li> <li>➤ Littoral and swamp forests.</li> <li>➤ Forest Rights Act, 2006.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on the protection of forest</li> <li>➤ Analyses the ill effects of cyclones.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects more information on forests from newspapers and books.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on endangered species.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates different forests in the map of AP</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the environment protection movement, chipko, Bahuguna.</li> </ul>

Unit No.	Theme/ Lesson	Key Concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
6.	Minerals and Mining.	<ul style="list-style-type: none"> <li>➤ Minerals:- Description – distribution, economic important</li> <li>➤ Mineral Resources of Andhra Pradesh</li> <li>➤ Mining :- Description – distribution-two case studies – open cast (Kadapa barytes) – underground mining (Singareni Collieries)</li> <li>➤ Mining and Environment:- Effects and Protection</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the Economic importance of minerals.</li> <li>➤ Explains the effects of mining on environment and life style.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reads the text and comments on mining.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects information of mines from newspapers and magazines.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the decreasing minerals.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draws AP map and locates the places where different minerals are available.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the controlling methods of mining.</li> <li>➤ Participates in the environment day celebrations.</li> </ul>
7.	Money and Banking.	<ul style="list-style-type: none"> <li>➤ Understand Barter system and need for money– eg: from contemporary scenario also</li> <li>➤ Evolution of Money – paper money – plastic</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about barter system.</li> <li>➤ Explains about the evolution of forms of money.</li> <li>➤ Classifies the money.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on the Barter system, Evolution of forms of money, loans, Employment in banking sector.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interviews the Bank officer and collects the information of banking transactions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on receiving money without going to Banks.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the villages where banks are established in their mandal map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the services of Banks, ATM, Net/ online</li> </ul>

Unit No.	Theme/ Lesson	Key Concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
		<p>money (why the form changes)</p> <ul style="list-style-type: none"> <li>➤ Banking system – Deposits (logic of having particular, on demand you will get it, types of account, transaction, – Bank give money to buyer as financial intermediary – Loans - How bank works Cheque: place where bank meet – Internet Banking</li> </ul>						
8.	Impact of Technology on Livelihoods.	<ul style="list-style-type: none"> <li>➤ Changes in Technology</li> <li>➤ Technological changes in Agriculture</li> <li>➤ Impact of Technology</li> <li>➤ Technology and Industry</li> <li>➤ Case study drawing from – Agriculture – Harvester –</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the effects of technology on agriculture.</li> <li>➤ Explains about fertilisers and pesticides.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on effect of technology on agriculture.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lists out the introduction of new machines in agriculture and analyses them.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Questions the ill effects of technology on agriculture, employment and information sector.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates different countries on the map of world.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the introduction of technology in information sector.</li> </ul>

Unit No.	Theme/ Lesson	Key Concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
		Industry – recap ➤ Technological changes in Service Sector ➤ New Skills and New Jobs						
9.	Public Health and the government.	➤ Why do we Government in welfare context (in the context of basic needs – food water shelter) ➤ Meaning of Health - difference from illness ➤ Healthcare Services – Public Health Services – Private Health Services ➤ Health Insurance – Health Care and Equality ➤ Status of health in Andhra Pradesh – nutrition, safe drinking water (morbidity, life expectancy) ➤ What should be	➤ Gives examples for various health care services. ➤ Explains about basic public facilities.	➤ Comments on the need of nutritious food.	➤ Conducts a survey on government health programmes and collects the information of beneficiaries of their area.	➤ Reflects on the conditions of government hospitals.	➤ Locates the primary health centre of their area in their district map.	➤ Appreciates the health programmes conducted by A.P. Government.

Unit No.	Theme/ Lesson	Key Concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
		<p>done – PHC communicable disease</p> <p>➤ <i>(Role of govt. in welfare- Basic needs - Health as a concept - Status of health in AP - Case study of PHC- Few govt schemes)</i></p>						
10	Landlords and Tenants under the British and the Nizam	<p>➤ Zamindars and Peasants in Mughal Times</p> <p>➤ Permanent Settlement – Changes Introduced by the British</p> <p>➤ The Ryotwari System - Developmental Activities</p> <p>➤ Commercialisation and Money Lenders</p> <p>➤ Doras and Peasants of Hyderabad State</p> <p>➤ Famines</p> <p>➤ The Peasant Movements</p>	<p>➤ Compares and contrasts between Zamindari, Ryotwari, Mahalwari systems in collecting land tax during Britishers.</p> <p>➤ Explains about Jagis, Inamdars, Pattas.</p>	➤ Comments on Zamindari System.	➤ Collects and analyses the information of local people who migrated to other countries.	➤ Reflects on commercialization of agriculture.	➤ Locates British and Indian Tenants in the map of India.	➤ Criticises and explains the British Policies implemented in India.

11 A)	National Movement – The early phase – 1885-1919	<ul style="list-style-type: none"> <li>➤ National Movement – Early Associations</li> <li>➤ The Indian National Congress : The Moderate Phase 1885-1905</li> <li>➤ Extremist Phase 1905-1920 (Swadeshi Movement)</li> <li>➤ Impact of the First World War: 1914-1919</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about the agitations and movements taken up by moderates, extremists, Mahatma Gandhi during 1885-1919</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on Swadeshi movement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses the information about the National leaders from newspaper and magazines.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the need of national awareness among Indians.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the prominent places of National movement in the map of India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the greatness and sacrifices of National leaders.</li> <li>➤ Sings Vandemataram song.</li> </ul>
11 B)	National Movement the Last Phase – 1919 – 1947	<ul style="list-style-type: none"> <li>➤ Arrival of Mahatma Gandhi</li> <li>➤ Rowlatt Act – Jalianwala Bagh Massacre</li> <li>➤ Non Cooperation Movement – Khilafat Agitation</li> <li>➤ The Happenings of 1922-1929</li> <li>➤ Civil Disobedience Movement</li> <li>➤ Quit India Movement – 1942</li> <li>➤ Towards Independence and Partition</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the reasons that lead to the partition of India.</li> <li>➤ Explains the importance of quit India movement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on the incidents that occurred during 1922-29.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the information pictures of national leaders and prepares an album.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the reach of fruits of national leaders sacrifices to all.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the places of origin of national movement in the map of India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the role of leaders in the national movement .</li> </ul>

12.	Freedom movement in Hyderabad State.	<ul style="list-style-type: none"> <li>➤ Princely State of Hyderabad</li> <li>➤ Early years of Nationalism</li> <li>➤ Feudal system of the State</li> <li>➤ Language and Religion</li> <li>➤ Andhra Jana Sangham</li> <li>➤ Andhra Maha Sabha – The Library Movement\</li> <li>➤ Hyderabad State Congress</li> <li>➤ The Telangana Armed Struggle (1946-1951)</li> <li>➤ Disolvment of Hyderabad State</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about the non-democratic issues of Nizam’s rule.</li> <li>➤ Explains about how the Telangana struggle helped in ending Nizams’ rule.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on Feudal system in A.P.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the pictures and information about the leaders of Telangana armed struggle.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the recent movements.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the areas under Nizam’s rule in the map of India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciate s the role of women in Telangana armed struggle.</li> </ul>
13	The Indian Constitution	<ul style="list-style-type: none"> <li>➤ The formation of Constituent Assembly</li> <li>➤ Debates in the Constituent Assembly</li> <li>➤ Aspects and philosophy of Preamble</li> <li>➤ The System of Government</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the key concepts of preamble.</li> <li>➤ Explains about all are equal before law.</li> <li>➤ Explains the reasons behind the making of construction.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reading and comments on preamble of Indian constitution.</li> <li>➤ Comments on Nehru’s Speech.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects more information about Indian Constitution and exhibits in the class.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the amendments made in the constitution according to the changing times.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates New Delhi in the map of India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the concepts of preamble of Indian constitution.</li> </ul>

14.	Parliament and Central Government.	<ul style="list-style-type: none"> <li>➤ Why do we need a Parliament</li> <li>➤ Election process</li> <li>➤ Role of the Parliament</li> <li>➤ How laws are made – Role of Parliament</li> <li>➤ Difference between Rajya Sabha and Lok Sabha</li> <li>➤ Political executive</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compares and contrasts between Lok Sabha and Rajya Sabha.</li> <li>➤ Explains why the elections should be held free and fair.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on central executive.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and tabulates the information of 2014.</li> <li>➤ Collects and Analyses the information of parliament from News papers, magazines.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the conduction of recent elections.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draws India map and locates parliamentary constituencies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the role of political parties in the elections.</li> </ul>
15.	Law and justice a case study.	<ul style="list-style-type: none"> <li>➤ Civil and Criminal case</li> <li>➤ Police, investigation and Judge</li> <li>➤ Appellate Jurisdiction</li> <li>➤ Judicial system - i. Rule of Law - ii. Supremacy of Law - iii. Flexibility of law</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the differences between the crimes of civil and criminal.</li> <li>➤ Explains the role of executive and judicial system.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on the very first FIR.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Visits a lawyer and know's how the fundamental rights are protected.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the speedy judgement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the place of supreme court in the map of India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the making of laws according to the change in life styles.</li> </ul>
16.	Abolition of Zamindari system.	<ul style="list-style-type: none"> <li>➤ Rural Poverty at the time of Independence</li> <li>➤ Abolition of Zamindari system</li> <li>➤ Land Ceiling act</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the need of abolition of zamindari system</li> <li>➤ Explains about the land ceiling act and Bhoodan movement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on the land ceiling act, 1972-75.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses the programmes taken up by government for the</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the landless people of their area.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Location of Pochampally Nalgonda district in</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the land ceiling acts.</li> </ul>

		<p>in AP after Independence</p> <ul style="list-style-type: none"> <li>➤ Bhoodhan Movement</li> <li>➤ Impact of land reforms in AP</li> <li>➤ Land Sealing Act-1972-75</li> </ul>			landless.		the map of AP	
17.	Under - standing poverty	<ul style="list-style-type: none"> <li>➤ Distress in Rural Area</li> <li>➤ Poverty as Chronic Hunger</li> <li>➤ Why Poverty? How can it be eliminated?</li> <li>➤ Agriculture – Source of Livelihood</li> <li>➤ Other Livelihood Options – MN REGA</li> <li>➤ Access to Affordable Food</li> <li>➤ Social Audit in Andhra Pradesh</li> <li>➤ The Struggle towards “The Right to Life”</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about the inequality in the possession of resources.</li> <li>➤ Gives reasons for the poverty.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on the struggle towards the “Right to Life”.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses the information about poverty in India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the Mid-day meals, scheme, employment, schemes, PDS.</li> <li>➤ Questions on poverty.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates their village in their District map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Writes a letter to the district collector on the implementation of PDS in their area.</li> </ul>
18.	Rights approach to development	<ul style="list-style-type: none"> <li>➤ The Idea of Human Rights</li> <li>➤ How the Movement Began</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about RTI&lt; RTE, Human Rights.</li> <li>➤ Explains about how the rights help in</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on the need of information to fight against</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses more information</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on RTI, RTE, Health.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates Rajasthan and Andhra</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the implementation of</li> </ul>

		<ul style="list-style-type: none"> <li>➤ Provisions Under RTI</li> <li>➤ Rights Approach to Improve the Living Conditions</li> <li>➤ Right to Education Act – 2009</li> </ul>	improving life standards.	<ul style="list-style-type: none"> <li>➤ corruption.</li> <li>➤ Comments on RTI, RTE.</li> </ul>	about RTI, RTE from Newspapers.		Pradesh in the map of India.	<ul style="list-style-type: none"> <li>➤ rights.</li> <li>➤ Appreciate s RTI &amp; RTE.</li> </ul>
19.	Social and Religious Reform Movements.	<ul style="list-style-type: none"> <li>➤ Why religious and social reforms – Christian Missionary activity and Oriental Scholars</li> <li>➤ Social, Religious Reforms – Basic ideas of Raja Ram Mohan Roy, Ramakrishna Paramahansa, Swami Vivekananda, Swami Dayananda Saraswati</li> <li>➤ Reform and Education among Muslims – Sir Syed Ahmed Khan</li> <li>➤ Social Reforms and Women -</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the Role of Raja Ram Mohan Rai as a social reformer.</li> <li>➤ Explains the need of women education.</li> <li>➤ Explains the need of social reformation</li> <li>➤ Explains the role of printing machine in social reformation.</li> <li>➤ Gives examples for women social reformers.</li> <li>➤ Differentiates between Brahma Samaj and Arya Samaj.</li> <li>➤ Explains about Religion, community, reformations, widow re-marriages child marriages.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on the hardship of Dr. B.R. Ambedkar to the welfare of Dabits.</li> <li>➤ Comments on the ill effects of child marriages.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses the information of social reformers.</li> <li>➤ Collects, analyses and exhibits the information about social reformation movements.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on blind beliefs.</li> <li>➤ Questions on social movements.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the states where social reform movement took place in the map of India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepares a poster o communal tolerance.</li> <li>➤ Appreciate s and practices the ideas of social reformers.</li> </ul>

		<p>Widow re-marriage, Child marriage, Women Education – Basic Ideas of Kandukuri Veeresalingam , Savitribai Phule, Pandita Ramabai Saraswati</p> <ul style="list-style-type: none"> <li>➤ Education among Muslim Women</li> <li>➤ Social Reforms and Caste System – Basic Ideas of Jyotiba Phule, Narayana Guru, Bhagya Reddy Varma</li> <li>➤ Women and Dalits in Freedom Movemnet – Gandhiji, Dr. B.R. Ambedkar</li> </ul>						
20.	Under - standing secularism	<ul style="list-style-type: none"> <li>➤ Need of Secularism</li> <li>➤ What is Secularism</li> <li>➤ Separation of Religion from the State</li> <li>➤ Indian Secularism</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about secularism.</li> <li>➤ Gives examples for the non-involvement of government in religious activities.</li> </ul>	➤ Comments on Indian Secularism.	➤ Collects, list out and analyse different religious customs.	➤ Reflects on the implementation of secularism in India.	➤ Locates different countries in the worldmap.	<ul style="list-style-type: none"> <li>➤ Appreciate s the Indian secularism</li> <li>➤ Prepares a pamphlet on religious to lerance.</li> </ul>

21.	Performing arts and artists in modern times.	<ul style="list-style-type: none"> <li>➤ Folk arts classical art (who performed patronised performed when what changes ) Livelihood and changes for folk artist – patronage happening</li> <li>➤ Different forms of Performing Arts – Burrakatha, Tholubommalata</li> <li>➤ The Themes of the Plays</li> <li>➤ Bharatanatyam : Decline and Revival, Bharatanatyam today</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about culture, folk arts, effects of culture on society.</li> <li>➤ Explains about the changes occurred in the lives of folk artists.</li> </ul>	➤ Comments on the livelihoods of artists.	➤ Visits and lists out the different artists and arts of their area.	➤ Reflects on the folkarts.	➤ Locates the places of prominent folkarts in the map of A.P.	➤ Appreciate s the work of kalakshetra in the renovation of folk arts.
22.	Film and Print Media.	<ul style="list-style-type: none"> <li>➤ Evolution of film from theatre arts</li> <li>➤ Emergence of film as a modern form of entertainment</li> <li>➤ Film in national movement</li> <li>➤ Influence of film on society</li> <li>➤ Film as an industry</li> <li>➤ Print culture and</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the difference between films and dramas.</li> <li>➤ Explains the influences of cinemas and print media on the society.</li> <li>➤ Analyses the information on cinemas and print media.</li> </ul>	➤ Comments on news papers and their role in freedom movement.	➤ Collects information that depicts latest issues from news papers.	<ul style="list-style-type: none"> <li>➤ Reflects on cinema as a weapon to change the society.</li> <li>➤ Reflects on the influence of currencinemals on the society.</li> </ul>	➤ Locates important cities in the map of India.	➤ Appreciate s the role of newspaper in the freedom movement and awakening of people.

		<ul style="list-style-type: none"> <li>➤ Modern world</li> <li>➤ Evolution of print media</li> <li>➤ Role of Print media in National Movement</li> </ul>						
23.	Sports, Nationalism and commerce.	<ul style="list-style-type: none"> <li>➤ Why cricket as become more popular than hockey and kabaddi</li> <li>➤ Historical development of cricket as a game in England</li> <li>➤ Spread and patronise of cricket</li> <li>➤ Modern transformation of games.</li> <li>➤ Commerce, media and cricket today</li> <li>➤ Success Story</li> <li>➤ Other Popular Games and their Status</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains, why cricket has got more popularity than other games.</li> <li>➤ Explains, Gandhijis views on cricket and other sports.</li> <li>➤ Explains the changes occurred in cricket during the course of time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on cricket as a game of world, interview with G.H.Vihare, other sports and their status.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the pictures of sportsmen, information about sports men and women.</li> <li>➤ Tabulates national, international sports.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the influence of cricket on commerce.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the cricket playing countries in the world map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Respects the famous cricketers.</li> </ul>

24.	Disaster management.	<ul style="list-style-type: none"> <li>➤ Understanding of Disaster Management</li> <li>➤ Types of Disasters</li> <li>➤ Natural Disasters</li> <li>➤ Tsunami – What to do before, during and after Tsunami</li> <li>➤ Drought – Impact of Drought – How to cope with Drought – Rain Water Harvesting – Watershed Development</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about how to face the disasters.</li> <li>➤ Explains about Tsunami.</li> <li>➤ Explains about disaster management, drought and its effects, water shed development, how to prevent disasters.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments of droughts, Tsunamis.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the information on how the water is getting wasted in their area.</li> <li>➤ Collects and analyses the information on natural disasters from Newspapers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on disasters.</li> <li>➤ Suggests preventive measures to be taken for disasters.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the places which are effected by natural disasters recently in the map of India.</li> <li>➤ Draws A.P. map and locates the drought hit areas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciate s the measures taken by Governme nt during drought.</li> <li>➤ Appreciate s water shed developme nt project, Army’s services at the time of disaster’s it’s role in informing about disasters in advance.</li> <li>➤ Prepares a poster on controlling wastage of water.</li> </ul>
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## C) Instructions to Teachers

- In this book we have tried to adopt an integrated approach for social studies concepts. This is in continuation with the National and State Curriculum Frameworks which suggested disciplinary approach to teaching needs to begin only at Secondary school level. You have traditionally taught various disciplines of History, Economics, Civics and Geography. However there were various overlaps between the concepts that were discussed under them. This textbook brings together six themes under as you will have noted in the content page of the book, under which various concepts are discussed.
- Textbook is designed with the idea that social studies teachers and students need to bring it into the classroom and use it inside the classroom for learning. It is important to read the textbook in classroom and conduct discussion around it.
- The language of the text: Efforts have been taken to write the text of this book in child friendly manner. However there are certain terms and jargons that will need explanation and clarification. We have moved away from writing text that is information loaded. Text is often trying to give examples that may be suitable to the concept that is discussed. Each chapter has central ideas, these are often provided as subheadings. In a classroom, you may be able to cover 2 or 3 subheading in a period roughly.
- This textbook uses different style of writing. Sometimes they are fictionalised narratives like Kiran and Sarita in Chapter 9 of Class 8. These are often fictionalised but based on facts explanation of a scenario. Or there are passages that are in the form of case studies like in section on Singareni coalfields in Chapter 6. There are also texts in the tables where comparative elements are put together as in the case of Law making Powers in Chapter 14. Concepts are thus explained using different language styles.
- Use of in between questions and end text questions: You will note that there are questions in between the text. Do not leave out these questions. These are integral to the teaching learning process. These questions are of different types – some of them help you in summarising, evaluating the passages that you may have read out. Or they are for collecting more information that is around the concepts discussed in the previous subheading. Do not try to dictate the answers to these questions, allow children to find the answers on their own. Allow them to have discussions amongst each other in trying to figure out the meaning of these questions and talk about possible answers.
- **There are different types of questions used in the book:** 1) asking children to write their experiences; 2) compare their experiences with that of the examples given in the text; 3) comparing two or three different situations given in the textbooks; 4) questions that ask children to give their opinion about the situation or case study (when these opinions are asked it need not

be same for all children, allow them to express their opinion); 5) questions that are evaluating a particular situation given in the chapter.

- Teacher may adopt different strategies in using these questions in the classroom. Some questions may be written down in the note book; others may be discussed in small groups; a few may be written as individual tasks. In all situations it is important to encourage the child to write in his own words. Avoid instructing all children to write the answers in same style and structure.
- There are certain boxes in each chapter. These are often additional information on the concepts discussed in the chapter. It is important to discuss them in classroom, and conduct the activities around but do not include them for your summative evaluation.
- Images used in the textbooks: In traditional textbook, images in it, serve only a visual relief. However our purpose in using images is as significant as text itself. There may be few sketches like in law and justice where narrative is illustrated or we use the image of leaders in various social and political movements. In all other occasions images are as important as the text, they are useful in explaining the concepts or are illustrative of the ideas used in the textbooks. We have also tried to use different styles of images: like photographs; line drawings; cartoons posters etc as well. These are also taken from different historical points of time. Hence just as different styles used in textbooks there is diversity in the images too.
- Maps, tables and graphs: Maps in these books tell us about geographic, economic, political and historical aspects. They are used to present the information in an interesting manner. You will also find the use of tables and graphs. Reading tables and graphs are essential in Social Studies. These often provide much more clarity in explaining the concepts.
- Projects: There are different projects suggested in the book. It may not be possible for all projects to be undertaken. It is important to remember we cannot teach all aspects of concepts merely by reading textbook. Projects thus enable children to interact with members of the society, collect new information, arrange and present them in their own manner. Making questions for an interview, planning for a visit to the bank, or creating a presentation that could include images tabulated data or graphs based on the information they collected are also important in Social Studies skills. These encourage children to work together in groups and conduct exchange and share ideas.



## 6. Syllabus and Concepts at Secondary Level (Classes 9, 10)

### A) Class wise Syllabus and Concepts (Classes 9, 10)

#### Class – IX

#### Geography and Economics - Part – I

Lesson / Chapter No.	Lesson Name	Key Concepts	Teaching Learning Strategies	Resources for Teaching & TLM
1	<b>Our Earth</b>	<ul style="list-style-type: none"> <li>• Universe the Sun and the Earth</li> <li>• Earth - Planetary Body</li> <li>• The Evolution of the Earth</li> <li>• Internal Structure of the Earth</li> <li>• Movements of the Earth's Crust</li> <li>• The Earth's Grid System</li> <li>• Latitudes - Longitudes</li> <li>• Longitudes – Length of Maps – World Time Zones</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – Earth</li> <li>• Classroom work shop - Internal structure of the Earth.</li> <li>• Classroom work shop</li> <li>• Activity - Using Globe</li> <li>• Activity - Locate world - Time Zones</li> <li>• Discussion - Different Time Zones</li> </ul>	<ul style="list-style-type: none"> <li>• Globe</li> <li>• Sky watch - you tube</li> <li>• world map - Time zones</li> <li>• video of space</li> </ul>
2	<b>The Natural Realms of the Earth</b>	<ul style="list-style-type: none"> <li>• 1. Lithosphere, 2. Hydrosphere, 3. Atmosphere, 4. Biosphere</li> <li>• <b>Lithosphere</b> – Landforms, The Jigsaw Puzzle, Moving Plates, Slow Movements – Sudden Movements</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Realms of the Earth.</li> <li>• PPT Map of world plates, Volcano- PPT</li> <li>• Activity - Order of Landform - Photos collection from news</li> </ul>	<ul style="list-style-type: none"> <li>• outline map – world</li> <li>• world map showing tectonic plates</li> <li>• Landforms - “youtube” (canyons, valleys, waterfalls, Glaciers etc)</li> </ul>

		<ul style="list-style-type: none"> <li>• Air and Water transform the surface of the Earth – Weathering, Erosion, Transportation, Deposition</li> <li>• Work of Water</li> <li>• Work of Glaciers, Waves and Wind</li> <li>• Action of Vegetation and Human beings</li> </ul>	papers/magazines	<ul style="list-style-type: none"> <li>• Atlas</li> </ul>
<b>3</b>	<b>Hydrosphere</b>	<ul style="list-style-type: none"> <li>• Hydrological Cycle – Stages</li> <li>• Water Sources – Oceans</li> <li>• Relief of the Ocean</li> <li>• Salinity of the Ocean</li> <li>• Ocean Temperature</li> <li>• Ocean Currents – Causes</li> <li>• Ocean as a Resource</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Hydrosphere</li> <li>• Making a Hydrological cycle Activities</li> <li>• video clip -Hydrological cycle</li> <li>• PPT - ocean currents</li> <li>• Observation - ocean currents on world map</li> </ul>	<ul style="list-style-type: none"> <li>• Hydrological cycle – chart</li> <li>• world map - ocean currents</li> <li>• Baltic sea, Dead sea - ‘you tube’</li> </ul>
<b>4</b>	<b>Atmosphere</b>	<ul style="list-style-type: none"> <li>• Structure of the Atmosphere</li> <li>• Pressure Belts – Planetary Winds</li> <li>• Classification of Winds</li> <li>• Weather and Climate</li> <li>• Humidity, Precipitation, Condensation</li> <li>• Forms of Precipitation</li> <li>• Types of Rainfall – Rainfall across the Globe</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – Atmosphere</li> <li>• Globe - Pressure Belts - Observation on video clip</li> <li>• Rainfall - information - collection</li> </ul>	<ul style="list-style-type: none"> <li>• Pressure Belts - you tube</li> <li>• Globe</li> </ul>

5	<b>Biosphere</b>	<ul style="list-style-type: none"> <li>• Biosphere</li> <li>• National Vegetation</li> <li>• Tropical Evergreen, Deciduous Forests</li> <li>• Temperature Evergreen Deciduous Forests</li> <li>• Mediterranean, Coniferous Forests</li> <li>• Grasslands</li> <li>• Human Society and Environment</li> <li>• Industries – Pollutants and Effluents</li> <li>• Depletion of Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Biosphere</li> <li>• Discussion - food chain</li> <li>• Class room work shop - Natural Vegetation</li> </ul>	<ul style="list-style-type: none"> <li>• World map - Location of places; different regions...</li> </ul>
6	<b>Agriculture in India</b>	<ul style="list-style-type: none"> <li>• Types of Farming – Subsistence, Commercial Farming</li> <li>• Cropping Pattern</li> <li>• Major Crops – Paddy, Wheat etc.,</li> <li>• Food Crops – other than Grains</li> <li>• Non-Food Crops – Rubber, Cotton etc.,</li> <li>• Importance of Agriculture</li> <li>• Indian Formers – Small Landholders</li> <li>• Agricultural Production depends on Natural Factors</li> <li>• First Phase – Increasing Irrigation and Building Dams</li> <li>• Second Phase (1966-1990)–</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Agriculture</li> <li>• Field trip - crops – gardens</li> <li>• Activity - Mapping skill</li> </ul>	<ul style="list-style-type: none"> <li>• Different grains</li> <li>• Cereals</li> <li>• India map</li> <li>• Latest data of grains production</li> </ul>

		<p>Green Revolution and its Spread</p> <ul style="list-style-type: none"> <li>• Dry land Agriculture</li> <li>• The Effects of the Green Revolution</li> <li>• Third Phase (1990s to the present) – Post Reform Agriculture</li> <li>• Foreign Trade in Farm Products</li> <li>• Organic Farming – A Case Study</li> </ul>		
7	<b>Industries in India</b>	<ul style="list-style-type: none"> <li>• Factories – Basic necessities</li> <li>• Industrial Location</li> <li>• Agro Based Industries – Textile, Jute, Cotton</li> <li>• Mineral based Industries – Iron and Steel, Aluminium, Cement etc.,</li> <li>• Automobile Industry</li> <li>• I.T. and Electronics Industries</li> <li>• Government – Industrial Development</li> <li>• Emerging Problems</li> <li>• New Policy for Industries</li> <li>• Impact of Industrialisation Policies</li> <li>• Increase in the Environmental Problems</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – things involved in establishing industries.</li> <li>• Field trip – Industry</li> <li>• Activity - Information table</li> <li>• Pie -graphs – Preparation</li> <li>• Activity - Mapping skill</li> </ul>	<ul style="list-style-type: none"> <li>• India map</li> <li>• Location of Industries</li> </ul>

8	<b>Service Activities in India</b>	<ul style="list-style-type: none"> <li>• What is a Service activity? How is it Important?</li> <li>• Importance of the Service Sector – Challenges</li> <li>• Changes in Technology and Exports of Services</li> <li>• Outsourcing</li> <li>• Stress in Jobs in I.T.</li> <li>• Desired Services today – Case Studies – 1 &amp; 2</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Service sector.</li> <li>• Discussion - Service Activities - Country Development</li> </ul>	<ul style="list-style-type: none"> <li>• charts showing service activities</li> <li>• I T - photos</li> </ul>
9	<b>Credit in the Financial System</b>	<ul style="list-style-type: none"> <li>• Bank deposits – Money</li> <li>• Loan Activities of Banks</li> <li>• Why People Require Credit? – Terms of Credit – Credit Arrangements: Example of a Village</li> <li>• Formal and Informal Sources of Credit in India</li> <li>• Self – Help Groups</li> <li>• Financial Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Bank</li> <li>• Visit - Bank Activities</li> </ul> <p>Observe – Bank activities.</p> <ul style="list-style-type: none"> <li>• Interview - Self help groups</li> </ul>	<ul style="list-style-type: none"> <li>• chart showing bank activities</li> <li>• Different bank forms and proformas</li> <li>• Present loan - Deposits position of any bank (source internet)</li> </ul>
10	<b>Prices and Cost of Living</b>	<ul style="list-style-type: none"> <li>• Family Budget - Prices affect - Family Budget</li> <li>• Inflation</li> <li>• Price Index Numbers (PIN)</li> <li>• Construct a Consumer Price Index (CPI)</li> <li>• Role of Government in Regulating Prices</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Cost of living.</li> <li>• Discussion - changes in prices and affects on poor people - role of government.d</li> </ul>	<ul style="list-style-type: none"> <li>• Chart – family budget</li> </ul>

<b>11</b>	<b>The Government Budget and Taxation</b>	<ul style="list-style-type: none"> <li>• Role of the Government</li> <li>• Expenditures by the Government</li> <li>• Taxes – Indirect, Direct</li> <li>• Value Added Tax (VAT)</li> <li>• Fairness in Taxation</li> <li>• Collection and Evasion of Taxes</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – government budget.</li> <li>• Observation - Budget sessions - in media</li> <li>• classroom work shop - collect budget allocations from news papers &amp; magazines</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of different graphs (showing Budget details)</li> <li>• Preparation of table - showing different taxes.</li> </ul>
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<b>History and Political Science - Part – II</b>				
<b>12</b>	<b>Changing Cultural Traditions in Europe 1300-1800</b>	<ul style="list-style-type: none"> <li>• The Medieval World in Europe</li> <li>• Renaissance</li> <li>• The Revival of Italian Cities</li> <li>• Humanism and Universities</li> <li>• Artists and Realism</li> <li>• Architecture</li> <li>• The Printing Press</li> <li>• A New Concept of Human Beings</li> <li>• The Aspirations of Women</li> <li>• Reformation</li> <li>• Modern Science</li> <li>• Explorations</li> <li>• Renaissance in the Fourteenth Century</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Culture and traditions.</li> <li>• Observation - photos/video clips - about – Renaissance</li> <li>• mapping skill - geographical explanations</li> </ul>	<ul style="list-style-type: none"> <li>• World map</li> <li>• Italy map</li> <li>• Paintings of Davinci and other artists</li> <li>• Charts showing Exploration</li> </ul>

13	<b>Democratic and Nationalist Revolutions 17<sup>th</sup> and 18<sup>th</sup> Centuries</b>	<ul style="list-style-type: none"> <li>• England – The Glorious Revolution</li> <li>• American Independence 1774-1789</li> <li>• French Revolution</li> <li>• Growing Middle Class</li> <li>• The Outbreak of the Revolution</li> <li>• France – Constitutional Monarchy</li> <li>• The Reign of Terror</li> <li>• Directory</li> <li>• French Revolution, Women Role</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Revolution</li> <li>• Class room workshop - women’s role in revolutions.</li> <li>• Story – Revolutions</li> <li>• Discussion - A society of estates - in France</li> <li>• Discussion - The Declaration of rights of man and citizen</li> </ul>	<ul style="list-style-type: none"> <li>• World map - England, America, France</li> <li>• America war of Independence ‘you tube’</li> </ul>
14	<b>Democratic and Nationalist Revolutions 19<sup>th</sup> Century</b>	<ul style="list-style-type: none"> <li>• Nationalism – European States</li> <li>• Kingdoms of Europe</li> <li>• Aristocracy – New Middle Class</li> <li>• Liberal Nationalism</li> <li>• A New Conservation after 1815</li> <li>• The Romanticism</li> <li>• The Revolts : 1830 and 1848</li> <li>• Unification of Germany</li> <li>• Unification of Italy</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Nationalism.</li> <li>• Discussion - Nationalism and nation states</li> </ul>	<ul style="list-style-type: none"> <li>• Europe map, Germany, Italy maps</li> </ul>
15	<b>Industrialisation and Social Change</b>	<ul style="list-style-type: none"> <li>• Industrialisation – Britain</li> <li>• Coal and Iron</li> <li>• Cotton Spinning and Weaving</li> <li>• Steam Power – Transportation</li> <li>• Changed lives – Workers, Women and Children</li> <li>• Industrialisation – Germany and France</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Industrialisation.</li> <li>• Discussion - Industrialisation and social change</li> <li>• Seminar - consequences of the industrial revolution on the economic field</li> </ul>	<ul style="list-style-type: none"> <li>• England map - Industries – Location</li> <li>• Charts</li> </ul>

16	<b>Social Protest Movements</b>	<ul style="list-style-type: none"> <li>• Protest Movements</li> <li>• Worker’s Movements – England</li> <li>• Luddism</li> <li>• Socialism – Karl Marx, Fredrich Engles</li> <li>• Women’s Movement</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – Protests.</li> <li>• Discussion – capitalism, socialism</li> </ul>	<ul style="list-style-type: none"> <li>• Charts showing different systems or isms.</li> <li>• World map</li> </ul>
17	<b>Colonialism in Latin America, Asia and Africa</b>	<ul style="list-style-type: none"> <li>• Early Colonialism – Europe</li> <li>• Colonies in America</li> <li>• Latin America</li> <li>• Colonialism in Asia – China</li> <li>• Colonialism in Africa – Congo, South Africa</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – colonialism.</li> <li>• Discussion - colonisation - support or reject</li> </ul>	<ul style="list-style-type: none"> <li>• Maps of Latin America, Asia, Africa</li> <li>• Europe map</li> <li>• Biography of Leopold II</li> </ul>
18	<b>Impact of Colonialism in India</b>	<ul style="list-style-type: none"> <li>• Forests – Before British Rule</li> <li>• Forests – During British Rule</li> <li>• Adivasi Revolts – Santhal , Munda and Kumaon</li> <li>• Adivasi Revolts in Andhra Pradesh – Alluri Sitha Rama Raju, Komaram Bheem</li> <li>• The British Industrial Policy</li> <li>• Indian Industry - First World War</li> <li>• Problems of Indian Industry at the time of Independence</li> <li>• Labourers in Indian Industries</li> <li>• Labourer’s Struggles</li> <li>• Labour Organisations</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Foreign rulers of India.</li> <li>• Discussion - colonialism and its impact on India</li> <li>• Story - Role play - Alluriseetharamaraju, Komuram Bheem</li> </ul>	<ul style="list-style-type: none"> <li>• Biography of Komuram Bheem and Alluri Sitharama Raju.</li> <li>• India map</li> <li>• Charts</li> </ul>

19	<b>Expansion of Democracy</b>	<ul style="list-style-type: none"> <li>• Democracy – Libya,</li> <li>• Change in Libya</li> <li>• Democracy – Myanmar (Burma)</li> <li>• Change in Burma</li> <li>• Democracy and Dictatorship</li> <li>• The March of Democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – Democracy.</li> <li>• Mapping Skills.</li> <li>• Class room work shop - Democracy in different countries</li> </ul>	<ul style="list-style-type: none"> <li>• Africa map, Asia map; World map (Out line)</li> <li>• Biography of Ang San Suukyi.</li> </ul>
20	<b>Democracy – An Evolving Idea</b>	<ul style="list-style-type: none"> <li>• Democracy – Responsible Governments</li> <li>• Democracy – Equality and Inclusiveness</li> <li>• Democracy – Active Participation of Citizens</li> <li>• Democracy – Civil Liberties, Equality</li> <li>• Democracy – Free and Fair Elections</li> <li>• Democracy – Law and Minority Opinion</li> <li>• Democracy – Majoritarian Vs Inclusive</li> <li>• Democracy – Majoritarianism in Sri Lanka</li> <li>• Democracy – Accommodation in Belgium</li> <li>• Dignity and Freedom of the Citizens</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Elements of Democracy.</li> <li>• Discussion - on principles of democracy</li> <li>• Discussion - Democracy - Majoritarian Vs Inclusive</li> <li>• Mock elections</li> </ul>	<ul style="list-style-type: none"> <li>• Newspaper clippings related to active participation of people in different agitations</li> <li>• Incidents related to elections - from newspapers</li> <li>• World map - Belgium, Srilanka</li> </ul>

21	<b>Human Rights and Fundamental Rights</b>	<ul style="list-style-type: none"> <li>• What are the Rights?</li> <li>• Fundamental Rights – Indian Constitution</li> <li>• Right to Equality</li> <li>• Right to Freedom</li> <li>• Right Against Exploitation</li> <li>• Right to Freedom of Religion</li> <li>• Right to Education and Culture</li> <li>• Right to Constitutional Remedies</li> <li>• Human Rights Commission</li> <li>• Human Rights - Violation</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Rights.</li> <li>• Seminar - Human Rights Necessity</li> <li>• Discussion - violation of fundamental rights</li> </ul>	<ul style="list-style-type: none"> <li>• Charts showing different rights</li> <li>• Pictures</li> <li>• Case studies (for violation)</li> </ul>
22	<b>Women Protection Acts</b>	<ul style="list-style-type: none"> <li>• Women Protection Acts</li> <li>• Children Rights</li> <li>• Prohibition of Child Marriage Act – 2006</li> <li>• The Immoral Trafficking (prevention) Act – 1956</li> <li>• The Dowry Prohibition Act – 1961</li> <li>• The Protection of Women from Domestic Violence</li> <li>• Lok Adalat</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mappint – Acts.</li> <li>• Sharing earlylife experiences - violation of children rights</li> <li>• discussion - The man and women shall possess equal rights</li> </ul>	<ul style="list-style-type: none"> <li>• News paper clippings with regard to women protection</li> <li>• case studies of child marriages and domestic violence</li> <li>• success stories of women</li> </ul>

23	<b>Disaster Management</b>	<ul style="list-style-type: none"> <li>• Human Induced Disaster (Man Made Disasters)</li> <li>• Accident Related Disasters</li> <li>• Rail Accidents</li> <li>• Air Accidents</li> <li>• Fire Accidents</li> <li>• Terrorism</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Disasters.</li> <li>• Observation - Photo/video clips / magazines</li> <li>• On Media - Road, Revil, Air, Fire Accdients and Terrorism</li> <li>• Discussion - losses of diasters and measures taken</li> </ul>	<ul style="list-style-type: none"> <li>• Newspaper clippings showing accidents</li> <li>• Photos collection</li> <li>• videos from ‘ youtube’</li> </ul>
24	<b>Traffic Education</b>	<ul style="list-style-type: none"> <li>• Traffic Education</li> <li>• Need and Significance of Traffic Education</li> <li>• Traffic Chaos</li> <li>• Driving Licence</li> <li>• Drunken Drive – Breath Analyser</li> <li>• Cancellation of Driving Licence</li> <li>• Traffic Signs</li> <li>• Advices to Drivers</li> <li>• Necessity for Registration</li> <li>• Road Marking Signs</li> <li>• Road Safety</li> <li>• Rules for Pedestrians</li> <li>• Rules for Motor Cycles</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Road Safety.</li> <li>• Field trip - traffic area</li> <li>• Interview - Traffic police - Road safety rules and regulations</li> <li>• sharing real life experiences - road accidents &amp; traffic situations</li> <li>• Dramatization / role play - drunker drive</li> </ul>	<ul style="list-style-type: none"> <li>• Chart - signs - Traffic signals</li> <li>• Different forms related to driving license</li> <li>• Traffic signs from RTO</li> <li>• Power Point Presentation – Traffic Education.</li> </ul>

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## Class X

### Geography & Economics – Part - I

Lesson / Chapter No.	Lesson Name	Key Concepts	Teaching Learning Strategies	Resources for Teaching & TLM
1	<b>India : Relief Features</b>	<ul style="list-style-type: none"> <li>• Location</li> <li>• Geological background</li> <li>• Major relief divisions, - The Himalayas, The Indo-Gangetic plain, The Peninsular Plateau, The Thar Desert, The Coastal plains, and the Islands.</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – Relief features</li> <li>• Discussion – India’s Relief features</li> <li>• Class room Activity- Major Relief divisions.</li> <li>• PPT-Plain, Plateau, Desert, Islands.</li> </ul>	<ul style="list-style-type: none"> <li>• Physical map of India</li> <li>• Reading material on Geographical features of India</li> <li>• Atlas</li> <li>• Globe</li> <li>• Photos/pictures of different physical features</li> </ul>
2	<b>Ideas on Development</b>	<ul style="list-style-type: none"> <li>• What development Promises – Different people, Different Goals</li> <li>• Income and other Goals</li> <li>• How to compare Different Countries or States</li> <li>• Income and other Criteria</li> <li>• Public Facilities</li> <li>• Human Development Report – India and its</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – Development</li> <li>• Discussion – Public facilities.</li> <li>• Group activity- Comparing different countries or States.</li> <li>• Collection – Human development in India and Neighbouring</li> </ul>	<ul style="list-style-type: none"> <li>• Political map of world</li> <li>• Physical map of world</li> <li>• Globe &amp; Atlas</li> <li>• Field visit</li> <li>• Additional reading material on development</li> <li>• News paper</li> </ul>

		<p>neighbours for 2013 data.</p> <ul style="list-style-type: none"> <li>• Development as progress over time</li> </ul>	countries.	clippings on Development
3	<b>Production and Employment</b>	<ul style="list-style-type: none"> <li>• Sectors of Economy</li> <li>• Gross Domestic Product (GDP)</li> <li>• How to we estimate GDP?</li> <li>• Changes in the importance of sectors : value of goods and services produced and employment of people.</li> <li>• Employment – the working life in India</li> <li>• Organised and unorganised sector employment in India</li> <li>• How to create more and better conditions of employment</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Production</li> <li>• Discussion – Employment, Importance of different sectors, organised and unorganised sectors.</li> <li>• PPT-working life in India</li> <li>• Collection – Different employment in different sectors.</li> </ul>	<ul style="list-style-type: none"> <li>• Political map of India</li> <li>• Field visit</li> <li>• Reading material on production and employment</li> <li>• Newspaper clippings</li> </ul>
4	<b>Climate in Indian Context</b>	<ul style="list-style-type: none"> <li>• Climate and Weather</li> <li>• Climographs – India</li> <li>• Factors influencing climate and weather : Latitude on distance from the equator, Land water relationship, Relief, Upper atmosphere circulation</li> <li>• Winter</li> <li>• Summer</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Climate of India</li> <li>• Discussion – Factors effecting climate</li> <li>• Activity – Information on temperatures of summer and winter.</li> </ul>	<ul style="list-style-type: none"> <li>• India map showing Physical features.</li> <li>• India-climographs</li> <li>• Reading material on climate and weather</li> <li>• News paper clippings on climate of India</li> <li>• Pictures</li> </ul>

		<ul style="list-style-type: none"> <li>• Advancing monsoon,</li> <li>• Retreating monsoon</li> <li>• Global warming and Climate Change</li> <li>• AGW and climate change</li> <li>• Impact of change on India</li> </ul>		
<b>5</b>	<b>Indian Rivers and Water Resources</b>	<ul style="list-style-type: none"> <li>• The Himalayan Rivers : The Indus system, The Brahmaputra system</li> <li>• The Peninsular Rivers</li> <li>• Water use</li> <li>• Inflows and Out flows</li> <li>• Water use in Tungabhadra river basin</li> <li>• Rational and equitable Use of water – a case study or Hivre Bazar of Maharashtra</li> <li>• Water as common pool resource</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – Rivers</li> <li>• Discussion – Uses of Water</li> <li>• Collection – Information on Himalayan and Peninsular rivers.</li> <li>• Case Study – Usage of water in the village.</li> </ul>	<ul style="list-style-type: none"> <li>• India map showing rivers and other water resources</li> <li>• Field visit</li> <li>• Reading material on rivers and other water resources</li> </ul>
<b>6</b>	<b>The People</b>	<ul style="list-style-type: none"> <li>• A survey our own area (population)</li> <li>• What does the census show?</li> <li>• Age structure</li> <li>• Sex Ratio</li> <li>• Literacy Rates</li> <li>• Life Expectancy</li> <li>• Population Growth and</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – The people</li> <li>• Discussion – Sex ratio, Literacy Rate, Population growth</li> <li>• Survey – Information of population of their own area.</li> <li>• PPT – Population</li> </ul>	<ul style="list-style-type: none"> <li>• Field Visit</li> <li>• Reading material on census</li> <li>• Local map</li> </ul>

		<p>Processes of Population Change</p> <ul style="list-style-type: none"> <li>• Change in population size</li> <li>• Population density</li> </ul>	density of India.	
7	<b>People and Settlement</b>	<ul style="list-style-type: none"> <li>• What is a settlement?</li> <li>• How did settlements begin?</li> <li>• Expansion of agriculture and emergence of towns</li> <li>• How do settlements change?</li> <li>• What kinds of places attracted settlements?</li> <li>• How are settlements organised?</li> <li>• Urbanisation in India</li> <li>• Indian settlements in hierarchy</li> <li>• Aerotropolis – jet – age city</li> <li>• Urbanisation problems</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Settlement</li> <li>• Discussion – emergence of towns, urbanisation in India, Urbanisation Problems.</li> <li>• Collection – Information of agriculture and urbanisation in India</li> <li>• PPT-Urban towns of India.</li> </ul>	<ul style="list-style-type: none"> <li>• India map – showing important cities and towns</li> <li>• Field visit</li> <li>• Reading material</li> <li>• Pictures of Urbanization and its problems.</li> </ul>
8	<b>People and Migration</b>	<ul style="list-style-type: none"> <li>• Migration – a case study</li> <li>• Measure and classify migration patterns</li> <li>• Migration in India (census 2001, 2011)</li> <li>• Rural – Urban migration</li> <li>• Seasonal and temporary Migration</li> <li>• The sugarcane cutters of</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Migration</li> <li>• Discussion – Rural – Urban Migration</li> <li>• Activity – Preparation of Report on seasonal and temporary migration.</li> <li>• PPT – Migration</li> </ul>	<ul style="list-style-type: none"> <li>• Case study</li> <li>• Field visit</li> <li>• India map – political</li> <li>• Reading material on Migration</li> <li>• News paper clippings</li> <li>• Pictures on</li> </ul>

		<p>Maharashtra</p> <ul style="list-style-type: none"> <li>• What happens when people migrate?</li> <li>• International migration</li> </ul>		Migration
9	<b>Rampur : Village Economy</b>	<ul style="list-style-type: none"> <li>• The story of Rampur village</li> <li>• Farming in Rampur</li> <li>• Land and other natural resources</li> <li>• Land distribution in Rampur</li> <li>• Organisation of Production : a) Land, b) Tools Machines, buildings, c) Raw material and money, d) Knowledge and enterprise</li> <li>• Labour : for a farm and wages?</li> <li>• Capital : arranging physical and working capital</li> <li>• Surplus or Loss for farmer</li> <li>• Non – Farm activities in Rampur</li> <li>• Small scale manufacturing in Rampur</li> <li>• The shopkeepers of Rampur</li> <li>• Transport</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping - Organisation</li> <li>• Discussion – Land distribution, small scale manufacturing</li> <li>• Observation – Farming and Manufacturing in their village.</li> </ul>	<ul style="list-style-type: none"> <li>• Map of Rampur</li> <li>• Field visit</li> <li>• Pictures</li> </ul>

<p style="text-align: center;"><b>10</b></p>	<p style="text-align: center;"><b>Globalisation</b></p>	<ul style="list-style-type: none"> <li>• Production across Countries</li> <li>• Interlinking Production Across Countries</li> <li>• Foreign trade and Integration of market</li> <li>• What is Globalisation</li> <li>• Factors that have enabled Globalisation</li> <li>• Technology</li> <li>• Liberalisation of foreign and foreign investment policy</li> <li>• Institutions of Global Governance</li> <li>• World Trade Organisation (WTO)</li> <li>• Impact of Globalisation in India</li> <li>• Small Producers?</li> <li>• The struggle for a fair Globalisation</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – Globalization</li> <li>• Discussion – Multinational companies, Impact of Globalisation on India</li> <li>• Activity – Collection and analysis of names of foreign goods used in India.</li> <li>• PPT – Globalisation</li> </ul>	<ul style="list-style-type: none"> <li>• World map – Political</li> <li>• Reading material on Globalisation</li> <li>• News paper clipping and Articles from Magazines on Globalisation</li> </ul>
<p style="text-align: center;"><b>11</b></p>	<p style="text-align: center;"><b>Food Security</b></p>	<ul style="list-style-type: none"> <li>• Food security for the country</li> <li>• Increasing food grain production</li> <li>• Availability of Food grains</li> <li>• Other food items</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Food security</li> <li>• Discussion – Public distribution system, nutritious food, access to food.</li> </ul>	<ul style="list-style-type: none"> <li>• Field visit</li> <li>• Additional Reading Material on food security</li> <li>• Pictures</li> </ul>

		<ul style="list-style-type: none"> <li>• Access to food</li> <li>• Public Distribution System (PDS)</li> <li>• Nutrition status</li> </ul>	<ul style="list-style-type: none"> <li>• Collection – Food of different regions.</li> <li>• Visit – Agricultural fields, ware houses.</li> </ul>	<ul style="list-style-type: none"> <li>• Information tables</li> </ul>
12	<b>Sustainable Development with Equity</b>	<ul style="list-style-type: none"> <li>• Development again...</li> <li>• Environment and development</li> <li>• People's Rights over the Environment</li> <li>• Towards sustainable Development with Equity</li> <li>• At Alternative Public Distribution system</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – Development with equity</li> <li>• Discussion – Relation between environment and development, people's rights over environment.</li> <li>• Observation – Development in different areas of their town/village</li> <li>• PPT – Chipko movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Field visit</li> <li>• Reading material on sustainable development</li> </ul>
<b>History &amp; Political Science</b>				
13	<b>The world between wars 1900-1950 Part - I</b>	<ul style="list-style-type: none"> <li>• World Wars: Ominous Facts</li> <li>• Causes of the two world wars compared</li> <li>• Aggressive nationalism, Imperialism, Secret Alliances, The Armaments Race, Militarism.</li> <li>• The special contest of the Second World War</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – wars</li> <li>• Discussion – causes, consequences of world wars.</li> <li>• Mapping skills – world – Identification of countries participated in the world wars.</li> <li>• PPT &amp; Video – World wars</li> </ul>	<ul style="list-style-type: none"> <li>• Political map of world</li> <li>• Reading material on war from 1900 to 1950</li> <li>• Pictures of war</li> </ul>

		<ul style="list-style-type: none"> <li>• The treaty of Versailles</li> <li>• The League of nations</li> <li>• German Challenge to vengeful domination</li> <li>• The fear of Socialism and the USSR</li> <li>• Consequences of the World Wars <ul style="list-style-type: none"> <li>- Enormous human cost</li> <li>- Democratic Principles asserted</li> <li>- New balance of power</li> <li>- New International Organisations</li> </ul> </li> <li>• - Enfranchisement of women</li> </ul>		
14	<b>The world between wars 1900-1950 Part - II</b>	<ul style="list-style-type: none"> <li>• Russian Socialist Revolution</li> <li>• The Great Depression</li> <li>• Rise of Nazism in Germany</li> <li>• The defeat and end</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Consequences of world war –I</li> <li>• Discussion – Socialist Revolution Russia, The great depression, Nazism.</li> <li>• Information collection – Revolutions in different countries.</li> <li>• PPT &amp; Video – World wars.</li> <li>• Mapping Skills –</li> </ul>	<ul style="list-style-type: none"> <li>• Political Map of world</li> <li>• Reading Material</li> <li>• Pictures of war</li> </ul>

			Identification of Borders of the countries that participated in the two world wars.	
15	<b>National Liberation Movements in the colonies</b>	<ul style="list-style-type: none"> <li>• China : two different phases.</li> <li>• Establishing the Republic</li> <li>• The Rise of the Communist Party of China</li> <li>• Establishing the New Democracy : 1949-1954</li> <li>• Land Reforms</li> <li>• Vietnam : Against two colonizers</li> <li>• The colonial experience</li> <li>• Emergence of Vietnamese Nationalism</li> <li>• The New Republic of Vietnam</li> <li>• The entry of the US into the War</li> <li>• Nigeria: forming unity against the colonizers</li> <li>• British colonialism and the making of a Nation</li> <li>• Independent and weak Democracy Oil, environment and politics</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Consequences of world war.</li> <li>• Discussion – Rise of communist party of china, Nationalist movements in Vietnam, Nigeria.</li> <li>• Information collection – National liberation movements all over the world, with their leaders.</li> <li>• Mapping skills – Identification of china, Vietnam, Nigeria in the world map.</li> <li>• PPT &amp; Video – Liberation movements.</li> </ul>	<ul style="list-style-type: none"> <li>• World map</li> <li>• Pictures</li> <li>• Reading Material</li> </ul>

16	<b>National Movement in India – Partition &amp; Independence</b>	<ul style="list-style-type: none"> <li>• Should the war supported by Indians? 1939-42</li> <li>• The Muslim League</li> <li>• The Hindu Mahasabha and the RSS</li> <li>• The Pakistan Resolution</li> <li>• Who will make the British Quit India?</li> <li>• The popular upsurge 1946-48</li> <li>• Muslim League and Congress – negotiation for transfer of power</li> <li>• A possible alternative to partition.</li> <li>• Partition and migration</li> <li>• Integration of states</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – Indian National movement.</li> <li>• Discussion – National movement, partition of the nation, Gandhiji's Assassination, Integration of States.</li> <li>• Information – Collection of details of leaders of National movement.</li> <li>• PPT &amp; Video – National movement in India.</li> </ul>	<ul style="list-style-type: none"> <li>• India map – political pictures</li> <li>• Reading Material</li> </ul>
17	<b>Making of Independent India's Constitution</b>	<ul style="list-style-type: none"> <li>• Why do we need a Constitution?</li> <li>• Revisiting the Indian Constitution</li> <li>• Nepal Constitution preamble 2007</li> <li>• Japan Constitution preamble 1946</li> <li>• Constituent Assembly Debates</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – Indian constitution.</li> <li>• Discussion – Preambles of Nepal, Japan, Framing of Indian Constitution.</li> <li>• Debate – Fundamental Rights.</li> <li>• Video – India's constituent</li> </ul>	<ul style="list-style-type: none"> <li>• Reading material</li> <li>• Pictures</li> <li>• Information tables</li> <li>• Map of India</li> </ul>

		<ul style="list-style-type: none"> <li>• Draft constitution</li> <li>• The vision of the constitution</li> <li>• Debate on Fundamental Rights</li> <li>• The Constitution Today</li> </ul>	<p>Assembly.</p> <ul style="list-style-type: none"> <li>• Map – Nepal, Japan</li> </ul>	
18	<p><b>Independent India (The first 30 years 1947-1977)</b></p>	<ul style="list-style-type: none"> <li>• First General Elections</li> <li>• Election procedure</li> <li>• One party domination in political system</li> <li>• Demand for State Reorganization</li> <li>• State Re organization Act, 1956</li> <li>• SRC – State are organization commission</li> <li>• Social and Economic change</li> <li>• Foreign policy and Wars</li> <li>• Anti-Hindi agitation</li> <li>• Green Revolution</li> <li>• Regional Parties and Regional Movements</li> <li>• Bangladesh war</li> <li>• Emergency</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – Independent India.</li> <li>• Discussion – First general elections, one party domination, states re-organisation, foreign policy and wars, Anti – Hindi Agitation, Green Revolution, Bangladesh war, Emergency.</li> <li>• Information collection – General Elections, Regional Parties of India, Regional Movements.</li> <li>• PPT – Bangladesh War – 1971, China war – 1962, Pakistan war – 1965.</li> <li>• Map – India, World.</li> </ul>	<ul style="list-style-type: none"> <li>• Information tables</li> <li>• Map of India</li> <li>• Reading material</li> <li>• Information tables</li> <li>• Timeline charts</li> </ul>

19	<b>Emerging Political Trends (1977-2007)</b>	<ul style="list-style-type: none"> <li>• Return of Democracy after emergency</li> <li>• Elections – 1977 – End of Emergency</li> <li>• Some important parties of 1970s BLD, Congress, CPI (M), DMK, Jan Sangh, SAD</li> <li>• Regional party- Andhra Pradesh</li> <li>• Assam movement</li> <li>• The Punjab Agitation</li> <li>• The new initiatives of Rajiv Gandhi Era</li> <li>• Rise of Communalism and Corruption in High places</li> <li>• The Era of coalition politics</li> <li>• ‘Mandal, Mandir and Market’</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Politics of India.</li> <li>• Discussion – 1977 Elections, Emergency, coalition politics, communist Government in west Bengal.</li> <li>• Information collection – General Elections – 1977, National and Regional Parties.</li> <li>• India Map.</li> </ul>	<ul style="list-style-type: none"> <li>• Political map of India</li> <li>• Time line charts</li> <li>• Pictures</li> <li>• Reading Material</li> </ul>
20	<b>Post-War World and India</b>	<ul style="list-style-type: none"> <li>• After world war –II</li> <li>• UNO</li> <li>• Cold war (1945-1991)</li> <li>• Proxy war</li> <li>• Military alliances</li> <li>• Arms and space race</li> <li>• NAM</li> <li>• West Asian Conflicts</li> <li>• Growth of Nationalism in</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – India’s Relations with Neighbouring countries.</li> <li>• Discussion – U.N.O, Cold war, military alliances, Arms and space race, non-alignment movement,</li> </ul>	<ul style="list-style-type: none"> <li>• World map</li> <li>• India map</li> <li>• Mock UNO</li> <li>• Mock NAM</li> </ul>

		<p>middle east</p> <ul style="list-style-type: none"> <li>• Peace movements</li> <li>• Collapse of the USSR</li> </ul>	<p>collapse of USSR.</p> <ul style="list-style-type: none"> <li>• Information collection – UNO, NAM.</li> <li>• Map – World Map.</li> <li>• PPT – Cold War</li> </ul>	
21	<b>Social Movements in our times</b>	<ul style="list-style-type: none"> <li>• Civil Rights and Other Movements of 1960s</li> <li>• Human Rights Movements in the USSR</li> <li>• Anti-nuclear and Anti-War Movements</li> <li>• Globalisation, marginalized people and environmental movements</li> <li>• Greenpeace Movement in Europe</li> <li>• Bhopal Gas Disaster related movements</li> <li>• Silent Valley Movement 1973-85</li> <li>• Movement against dams – Narmada river</li> <li>• Movement of women for Social Justice</li> <li>• Aadavallu Ekamaite</li> <li>• Social mobilization on human rights</li> <li>• Meria Paibi Movement</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping – Social movements.</li> <li>• Discussion – Human rights movement in USSR, Anti-nuclear and Anti-war movements, environmental movements, silent valley and women movements.</li> <li>• Information collection – Gender and racial discrimination, Bhopal tragedy, Narmada Bachavo Andolan.</li> <li>• Map – India.</li> </ul>	<ul style="list-style-type: none"> <li>• World map</li> <li>• Reading material</li> <li>• India map</li> <li>• Paper clippings</li> <li>• Field visit</li> </ul>

22	<b>Citizen and the Government</b>	<ul style="list-style-type: none"> <li>• What is information?</li> <li>• Who is responsible?</li> <li>• Exemption for disclosure</li> <li>• People and RTI</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping – Information</li> <li>• Discussion – Right to Information, Legal services, Lok Adalat.</li> <li>• Information collection – News paper clippings on RTI</li> <li>• Field visit – visiting different offices and collecting information of RTI, court.</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Survey</li> <li>• Paper clippings</li> <li>• Chart</li> </ul>
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## B) Academic Standards Class wise (Classes 9 – 10)

### Class-IX

Unit No.	Theme/ Lesson	Key concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
1	Our Earth	<ul style="list-style-type: none"> <li>➤ Universe the Sun and the Earth</li> <li>➤ Earth - Planetary Body</li> <li>➤ The Evolution of the Earth</li> <li>➤ Internal Structure of the Earth</li> <li>➤ Movements of the Earth's Crust</li> <li>➤ The Earth's Grid System</li> <li>➤ Latitudes - Longitudes</li> <li>➤ Longitudes – Length of Maps – World Time Zones</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about the evolution of earth.</li> <li>➤ Differentiates between local time and standard time.</li> <li>➤ Explains about the Internal structure of the earth.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on internal structure of the earth.</li> <li>➤ Comments on earth's movements.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses the information of local times of different places.</li> <li>➤ Tabulates the standard time of difference countries.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the problems that occur when each state of India follows its own local time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies the standard time or our neighbouring countries in the world map.</li> <li>➤ Reads the standard times of different countries from atlas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepares a thought provoking poster on the protection of Earth.</li> </ul>

Unit No.	Theme/ Lesson	Key concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
2.	The National Realms of the Earth.	<ul style="list-style-type: none"> <li>➤ 1. Lithosphere,</li> <li>2. Hydrosphere,</li> <li>3. Atmosphere,</li> <li>➤ 4. Biosphere</li> <li>➤ <b>Lithosphere</b> – Landforms, The Jigsaw Puzzle, Moving Plates, Slow Movements – Sudden Movements</li> <li>➤ Air and Water transform the surface of the Earth – Weathering, Erosion, Transportation, Deposition</li> <li>➤ Work of Water</li> <li>➤ Work of Glaciers, Waves and Wind</li> <li>➤ Action of Vegetation and Human beings</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about Lithosphere, moving plates of continents, effects of air, water, glacier, effects of biosphere on lithosphere.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reads the text and tells about why Himalayas, Andes, Rocky mountains formed at the existing places.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the pictures of waterfalls, different land forms.</li> <li>➤ Tabulates and analyses different volcanic mountains and their countries.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on how the human life style is becoming responsible to the spread of deserts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the important volcanic mountains and their countries in the world map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the uses of different realms of the earth.</li> </ul>

<b>Unit No.</b>	<b>Theme/ Lesson</b>	<b>Key concepts</b>	<b>Conceptual Understanding</b>	<b>Reading the given text, Understanding and Interpretation</b>	<b>Information Skills</b>	<b>Reflection on Contemporary issues and questioning</b>	<b>Mapping Skills</b>	<b>Appreciation and Sensitivity</b>
3.	Hydrosphere	<ul style="list-style-type: none"> <li>➤ Hydrological Cycle – Stages</li> <li>➤ Water Sources – Oceans</li> <li>➤ Relief of the Ocean</li> <li>➤ Salinity of the Ocean</li> <li>➤ Ocean Temperature</li> <li>➤ Ocean Currents – Causes</li> <li>➤ Ocean as a Resource</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about condensation, precipitation, water cycle, relief of the ocean.</li> <li>➤ Explains about the factors that effect the salinity of oceans and temperature.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reads the text and comments on the salinity of the oceans.</li> <li>➤ Tells about how oceans useful to mankind as a resource.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tabulates the warm and cold currents of pacific, Atlantic, Indian Oceans.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the pollution of oceans.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates various oceans and the countries, ocean currents in the map of the world.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the use of water cycle.</li> </ul>
4.	Atmosphere	<ul style="list-style-type: none"> <li>➤ Structure of the Atmosphere</li> <li>➤ Pressure Belts – Planetary Winds</li> <li>➤ Classification of Winds</li> <li>➤ Weather and Climate</li> <li>➤ Humidity, Precipitation, Condensation</li> <li>➤ Forms of Precipitation</li> <li>➤ Types of Rainfall – Rainfall across the Globe</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains composition of atmosphere, layers of atmosphere, coriolis effect, forms of precipitation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on corialis effect.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses the rainfall recorded at various places between july-december in India.</li> <li>➤ Collects the pictures of cyclone effected areas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the influence of climate changes of Human life.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates various local winds and the countries they blow, pressure belts in the map of the world.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepares a poster on the safety measures to be taken during cyclones.</li> </ul>

<b>Unit No.</b>	<b>Theme/ Lesson</b>	<b>Key concepts</b>	<b>Conceptual Understanding</b>	<b>Reading the given text, Understanding and Interpretation</b>	<b>Information Skills</b>	<b>Reflection on Contemporary issues and questioning</b>	<b>Mapping Skills</b>	<b>Appreciation and Sensitivity</b>
5.	Biosphere	<ul style="list-style-type: none"> <li>➤ Biosphere</li> <li>➤ National Vegetation</li> <li>➤ Tropical Evergreen, Deciduous Forests</li> <li>➤ Temperature Evergreen Deciduous Forests</li> <li>➤ Mediterranean, Coniferous Forests</li> <li>➤ Grasslands</li> <li>➤ Human Society and Environment</li> <li>➤ Industries – Pollutants and Effluents</li> <li>➤ Depletion of Resources</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about components of Biosphere, different forests, effect of human life style on environment, industrial pollution, depletion of resources.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on the effects of Industrial revolution.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Visits the factory nearby and collects the information of pollutants coming out.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects the ill effects of industrial pollution.</li> <li>➤ Reflects on the exploitation of resources.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the places of different vegetation in the map of the world.</li> <li>➤ Locates different deserts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepares a poster on depletion of forests and their protection.</li> <li>➤ Gives suggestive measures.</li> <li>➤ Appreciates, conduction of seminars on global warming.</li> </ul>

Unit No.	Theme/ Lesson	Key concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
6.	Agriculture in India	<ul style="list-style-type: none"> <li>➤ Types of Farming – Subsistence, Commercial Farming</li> <li>➤ Cropping Pattern</li> <li>➤ Major Crops – Paddy, Wheat etc.,</li> <li>➤ Food Crops – other than Grains</li> <li>➤ Non-Food Crops – Rubber, Cotton etc.,</li> <li>➤ Importance of Agriculture</li> <li>➤ Indian Formers – Small Landholders</li> <li>➤ Agricultural Production depends on Natural Factors</li> <li>➤ First Phase – Increasing Irrigation and Building Dams</li> <li>➤ Second Phase (1966-1990)– Green Revolution and its Spread</li> <li>➤ Dry land Agriculture</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about, different types of farming, crops and crop seasons, major food and non-food crops, importance of agriculture.</li> <li>➤ Explains about agricultural production depends on natural factors, effects of green revolution, problems of environment, water, fertilizers, foreign trade in farm products.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on rainfed agriculture.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tabulates and analyses the information of crops.</li> <li>➤ Observes the graphs and tabulates the particulars of cultivation.</li> <li>➤ Tabulates and analyses different crops and their favourable conditions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the decrease of fertility of the land due to green revolution.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates different dams in the map of India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gets sensitized to the need of minimum support price.</li> <li>➤ Appreciates the measures taken by the government to solve the problems of small farmers.</li> </ul>

Unit No.	Theme/ Lesson	Key concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
		<ul style="list-style-type: none"> <li>➤ The Effects of the Green Revolution</li> <li>➤ Third Phase (1990s to the present) – Post Reform Agriculture</li> <li>➤ Foreign Trade in Farm Products</li> <li>➤ Organic Farming – A Case Study.</li> </ul>						
7.	Industries in India.	<ul style="list-style-type: none"> <li>➤ Factories – Basic necessities</li> <li>➤ Industrial Location</li> <li>➤ Agro Based Industries – Textile, Jute, Cotton</li> <li>➤ Mineral based Industries – Iron and Steel, Aluminium, Cement etc.,</li> <li>➤ Automobile Industry</li> <li>➤ I.T. and Electronics Industries</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the basic necessities for setting up factories, textile industries, cement industry.</li> <li>➤ Explains about the spread of I.T. and electronics industries.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on why the jute mills are established more along the Hugli coast.</li> <li>➤ Tells the problems arising due to the industries.</li> <li>➤ Comments on the impact of industrialisation policies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lists out the things made with steel.</li> <li>➤ Tabulates the particulars of different industries.</li> <li>➤ Observes &amp; analyses the graphs showing about industries.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on growth of industries causing environment pollution.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the following in the map of India.</li> <li>➤ Places of minerals.</li> <li>➤ Places of textiles industries.</li> <li>➤ Places of sugar industries.</li> <li>➤ Places of steel &amp; Iron industry.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepares a poster on the prevention of environmental pollution by writing slogans.</li> </ul>

Unit No.	Theme/ Lesson	Key concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
		<ul style="list-style-type: none"> <li>➤ Government – Industrial Development</li> <li>➤ Emerging Problems</li> <li>➤ New Policy for Industries</li> <li>➤ Impact of Industrialisation Policies</li> <li>➤ Increase in the Environmental Problems</li> </ul>					<ul style="list-style-type: none"> <li>➤ Places of coal fields.</li> </ul>	
8.	Service activities in India.	<ul style="list-style-type: none"> <li>➤ What is a Service activity? How is it Important?</li> <li>➤ Importance of the Service Sector – Challenges</li> <li>➤ Changes in Technology and Exports of Services</li> <li>➤ Outsourcing</li> <li>➤ Stress in Jobs in I.T.</li> <li>➤ Desired Services today – Case Studies – 1 &amp; 2</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about education, health and medical services, trade, personal, services, defence, financial activities, changes in technology and exports of services.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on outsourcing.</li> <li>➤ Comments on the stress in jobs in information technology.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses the particulars of different employees.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on service sector and unemployment in India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the software technology parks in the map of India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the measures taken by the government to develop service sector.</li> </ul>

<b>Unit No.</b>	<b>Theme/ Lesson</b>	<b>Key concepts</b>	<b>Conceptual Understanding</b>	<b>Reading the given text, Understanding and Interpretation</b>	<b>Information Skills</b>	<b>Reflection on Contemporary issues and questioning</b>	<b>Mapping Skills</b>	<b>Appreciation and Sensitivity</b>
9.	Credit in the financial system.	<ul style="list-style-type: none"> <li>➤ Bank deposits – Money</li> <li>➤ Loan Activities of Banks</li> <li>➤ Why People Require Credit? – Terms of Credit – Credit Arrangements: Example of a Village</li> <li>➤ Formal and Informal Sources of Credit in India</li> <li>➤ Self – Help Groups</li> <li>➤ Financial Literacy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about banking activities, need of loans, terms of credit, differences between formal and informal credits, loans given by government.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on self-help groups.</li> <li>➤ Comments on terms of credit.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observes the graphs representing the credits given to various people and analyses them.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on suicides of farmers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the villages and mandals where banks are there in their district map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepares a poster on the suicides on handloom works.</li> <li>➤ Gets sensitized to the availability of loans from governments and banks.</li> </ul>

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10.	Prices and cost of living.	<ul style="list-style-type: none"> <li>➤ Family Budget - Prices affect - Family Budget</li> <li>➤ Inflation</li> <li>➤ Price Index Numbers (PIN)</li> <li>➤ Construct a Consumer Price Index (CPI)</li> <li>➤ Role of Government in Regulating Prices</li> </ul>	<ul style="list-style-type: none"> <li>➤ Differentiates between cost of living and standard of living.</li> <li>➤ Explains about the effects of inflation.</li> <li>➤ Differentiates between food inflation and consumers price index.</li> <li>➤ Explains about the government's role in controlling the prices.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on effect of changing prices on families budget.</li> <li>➤ Comments on role of government in controlling prices.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observes the tables of prices and services and analyses it.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the responsibility of government in controlling prices.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the cities of high cost of living in the map of India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Writes a letter to Tahsildar to manage the PDS in a systematic manner.</li> </ul>
11.	The Government Budget and Taxation	<ul style="list-style-type: none"> <li>➤ Role of the Government</li> <li>➤ Expenditures by the Government</li> <li>➤ Taxes – Indirect, Direct</li> <li>➤ Value Added Tax (VAT)</li> <li>➤ Fairness in Taxation</li> <li>➤ Collection and Evasion of Taxes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about income, expenditure.</li> <li>➤ Differentiates between income tax and excise tax.</li> <li>➤ Differentiates between direct and indirect taxes.</li> <li>➤ Explains about collecting taxes, evasion of taxes, fair taxation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on direct taxes.</li> <li>➤ Comments of fair taxation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analysed the governments expenditure from news papers.</li> <li>➤ Observes the graph and tabulates the expenditures made.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on evasion of taxes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the capital cities in the map of India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gives suggestions to government on the prevention of evasion of taxes.</li> <li>➤ Pays taxes regularly.</li> </ul>

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12.	Changing cultural tradition in Europe 1300-1800	<ul style="list-style-type: none"> <li>➤ The Medieval World in Europe</li> <li>➤ Renaissance</li> <li>➤ The Revival of Italian Cities</li> <li>➤ Humanism and Universities</li> <li>➤ Artists and Realism</li> <li>➤ Architecture</li> <li>➤ The Printing Press</li> <li>➤ A New Concept of Human Beings</li> <li>➤ The Aspirations of Women</li> <li>➤ Reformation</li> <li>➤ Modern Science</li> <li>➤ Explorations</li> <li>➤ Renaissance in the Fourteenth Century</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about</li> <li>➤ Renaissance</li> <li>➤ Reforms</li> <li>➤ Ideas of Humanism</li> <li>➤ New trends in Architecture, Arts.</li> <li>➤ Gives examples for the revolutionary changes in science.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on scientific development.</li> <li>➤ Comments on the art and paintings of renaissance and modern times.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the pictures and information about renaissance.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the factors of renaissance.</li> <li>➤ Reflects on the relation between renaissance and development of science.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the countries of renaissance England, Germany, France, Italy in the map of the world.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the changes in arts.</li> <li>➤ Lists out the items of renaissance which are liked.</li> </ul>

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13.	Democratic and nationalist revolutions 17 <sup>th</sup> and 18 <sup>th</sup> centuries.	<ul style="list-style-type: none"> <li>➤ England – The Glorious Revolution</li> <li>➤ American Independence 1774-1789</li> <li>➤ French Revolution</li> <li>➤ Growing Middle Class</li> <li>➤ The Outbreak of the Revolution</li> <li>➤ France – Constitutional Monarchy</li> <li>➤ The Reign of Terror</li> <li>➤ Directory</li> <li>➤ French Revolution, Women Role</li> </ul>	<ul style="list-style-type: none"> <li>Explains about -</li> <li>➤ Nationalism.</li> <li>➤ Glorious Revolution.</li> <li>➤ Establishment of parliamentary democracy in England.</li> <li>➤ Reasons that lead to the French revolution.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on the conditions of France before and after the revolution.</li> <li>➤ Comments on reign of terror.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and prepares a chart on different stages of England's parliamentary democracy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Questions on Nationalism in Europe and England.</li> <li>➤ Questions on American revolution.</li> <li>➤ Reflects on declaration of universal rights.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the countries where nationalism arose in the world map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the leaders of Nationalism.</li> <li>➤ Appreciates the role of culture in nationalism and role of women in French revolution</li> </ul>

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14.	Democratic and Nationalist Revolutions 19 <sup>th</sup> Century.	<ul style="list-style-type: none"> <li>➤ Nationalism – European States</li> <li>➤ Kingdoms of Europe</li> <li>➤ Aristocracy – New Middle Class</li> <li>➤ Liberal Nationalism</li> <li>➤ A New Conservation after 1815</li> <li>➤ The Romanticism</li> <li>➤ The Revolts : 1830 and 1848</li> <li>➤ Unification of Germany</li> <li>➤ Unification of Italy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about middle class, liberal nationalism, new conservatism.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on development of European countries in 19<sup>th</sup> century.</li> <li>➤ Comments on Hunger, Hardship, people revolt.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the information of the people who is associated to the unification of Italy and Germany.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the reasons of unification of Italy, Germany.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates Italy Germany in the World Map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the role of Bismark in the unification of Germany and Kavur in the unification of Italy.</li> </ul>

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15.	Industrialisation and social changes.	<ul style="list-style-type: none"> <li>➤ Industrialisation – Britain</li> <li>➤ Coal and Iron</li> <li>➤ Cotton Spinning and Weaving</li> <li>➤ Steam Power – Transportation</li> <li>➤ Changed lives – Workers, Women and Children</li> <li>➤ Industrialisation – Germany and France</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about the concepts of Industrialisation, different stages.</li> <li>➤ Explains the effects of industrialisation on economic, political social systems.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on the conditions of before and after industrialisation.</li> <li>➤ Writes in own words about the changes in life styles of people after industrialisation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses the life styles and social, politics, Economical Conditions of workers of that time.</li> <li>➤ Collects about technology in the industrialisation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the reasons of industrialisation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the countries of Industrial revolution in the map of the world.</li> <li>➤ Locates England, France, Germany in the world map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the scientific and industrialists who helped for industrialisation.</li> <li>➤ Welcomes the new technology.</li> </ul>
16.	Social protest movements.	<ul style="list-style-type: none"> <li>➤ Protest Movements</li> <li>➤ Worker's Movements – England</li> <li>➤ Luddism</li> <li>➤ Socialism – Karl Marx, Friedrich Engels</li> <li>➤ Women's Movement</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about Luddism, socialism, women's movement.</li> <li>➤ Compares and contrasts between capitalism and socialism.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on socialism.</li> <li>➤ Expresses in their own words about how the socialism influenced the social problems.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects information about women's movements.</li> <li>➤ Interviews social workers and collects information.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the reasons of socialism.</li> <li>➤ Practices socialism.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates socialistic countries, places of social movement in the map of the world.</li> <li>➤ Locates Russia, Cuba, China in world map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepares a poster to develop freedom, brotherhood.</li> <li>➤ Practices the ideas of socialism.</li> </ul>

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17.	Colonialism in Latin America, Asia and Africa.	<ul style="list-style-type: none"> <li>➤ Early Colonialism – Europe</li> <li>➤ Colonies in America</li> <li>➤ Latin America</li> <li>➤ Colonialism in Asia – China</li> <li>➤ Colonialism in Africa – Congo, South Africa</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about how Europeans use the words discovery and exploration.</li> <li>➤ Explains the role of trade in establishing colonialism.</li> <li>➤ Differentiates the role of colonial rule between China, India, Indonesia.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on the colonialism in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses the information of colonialism in European countries.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the reasons of colonialism.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the countries subjected to colonialism in the world map China, India, Indonesia, Congo, South Africa, Ghana, Brazil, Venezuela etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the British role in eradicating ill practices of society.</li> </ul>
18.	Impact of colonialism in India.	<ul style="list-style-type: none"> <li>➤ Forests – Before British Rule</li> <li>➤ Forests – During British Rule</li> <li>➤ Adivasi Revolts – Santhal, Munda and Kumaon</li> <li>➤ Adivasi Revolts in Andhra Pradesh – Alluri Sitha Rama Raju, Komaram Bheem</li> <li>➤ The British Industrial Policy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the reasons for less danger of forests during Britishers.</li> <li>➤ Gives examples of the revolts against Britishers.</li> <li>➤ Explains how Britishers suppress the Adivasi's revolt</li> <li>➤ Explains the problems of Indian Industrialists during British government.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on Adivasi's revolts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses the particulars revolts against Britishers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on various revolts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates prominent industrial towns of 20<sup>th</sup> century in the map of India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the effect of education on the industrial development.</li> </ul>

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		<ul style="list-style-type: none"> <li>➤ Indian Industry - First World War</li> <li>➤ Problems of Indian Industry at the time of Independence</li> <li>➤ Labourers in Indian Industries</li> <li>➤ Labourer's Struggles</li> <li>➤ Labour Organisations</li> </ul>					<ul style="list-style-type: none"> <li>➤ Locates the places of advisor revolts in the map of India.</li> </ul>	
19.	Expansion of Democracy.	<ul style="list-style-type: none"> <li>➤ Democracy – Libya,</li> <li>➤ Change in Libya</li> <li>➤ Democracy – Myanmar (Burma)</li> <li>➤ Change in Burma</li> <li>➤ Democracy and Dictatorship</li> <li>➤ The March of Democracy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about the method of conduction of elections in Myanmar and Libiya.</li> <li>➤ Differentiates between democracy and dictatorship.</li> <li>➤ Explains, New democracy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on democracy and dictatorship.</li> <li>➤ Comments on the changes occurred in Myanmar.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects information about Aung SanSuu Kyi from Magazines and Newspapers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the control on media in their area.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates Libya, China, Myanmar, Africa's democratic countries of 2011 in the map of the world.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates Aungsan – Suu kyi, literacy in bringing democracy.</li> </ul>

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20.	Democracy evolving Idea	<ul style="list-style-type: none"> <li>➤ Democracy – Responsible Governments</li> <li>➤ Democracy – Equality and Inclusiveness</li> <li>➤ Democracy – Active Participation of Citizens</li> <li>➤ Democracy – Civil Liberties, Equality</li> <li>➤ Democracy – Free and Fair Elections</li> <li>➤ Democracy – Law and Minority Opinion</li> <li>➤ Democracy – Majoritarian Vs Inclusive</li> <li>➤ Democracy – Majoritarianism in Sri Lanka</li> <li>➤ Democracy – Accommodation in Belgium</li> <li>➤ Dignity and Freedom of the Citizens</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about the effect of democracy on responsible governments.</li> <li>➤ Explains about active participation on citizens in democracy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on dignity of individual and freedom.</li> <li>➤ Comments on the need of civil liberties for a democracy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses the information on national income, inequalities of different countries of the world.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on ‘Army should rule the country’.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the different countries in the world map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepares a poster on the implementation of democracy in the school premises by giving examples.</li> </ul>

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21.	Human Rights and fundamental rights.	<ul style="list-style-type: none"> <li>➤ What are the Rights?</li> <li>➤ Fundamental Rights – Indian Constitution</li> <li>➤ Right to Equality</li> <li>➤ Right to Freedom</li> <li>➤ Right Against Exploitation</li> <li>➤ Right to Freedom of Religion</li> <li>➤ Right to Education and Culture</li> <li>➤ Right to Constitutional Remedies</li> <li>➤ Human Rights Commission</li> <li>➤ Human Rights - Violation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about fundamental rights, need of rights, violation of human rights.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on the abolition of titles.</li> <li>➤ Comments on the limitations of fundamental rights.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses uses of rights.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on violation of rights.</li> <li>➤ Reflects on engaging child labours in the factories.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the place of supreme court in the map of India.</li> <li>➤ Locates the place of UNO in world map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepares a poster on rights.</li> <li>➤ Writes a few slogans on the implementation of rights.</li> <li>➤ Appreciates the right against exploitation.</li> </ul>

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22.	Women protection acts.	<ul style="list-style-type: none"> <li>➤ Women Protection Acts</li> <li>➤ Children Rights</li> <li>➤ Prohibition of Child Marriage Act – 2006</li> <li>➤ The Immoral Trafficking (prevention) Act – 1956</li> <li>➤ The Dowry Prohibition Act – 1961</li> <li>➤ The Protection of Women from Domestic Violence</li> <li>➤ Lok Adalat</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gives examples for child rights.</li> <li>➤ Explains the ill effects of child marriages.</li> <li>➤ Explains the forms of the immoral trafficking.</li> <li>➤ Gives examples for domestic violence on women.</li> <li>➤ Explains the services extended by Lok Adalat to the people.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on prohibitions of child marriage act, 2006.</li> <li>➤ Comments on bonded labour.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and prepares a report on domestic violence from news papers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the problems faced by women.</li> <li>➤ Suggests measures to prevent child marriages.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates different places in the map of India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the acts protecting women.</li> <li>➤ Prepares a poster on the problems of women.</li> </ul>
23.	Disaster management.	<ul style="list-style-type: none"> <li>➤ Human Induced Disaster (Man Made Disasters)</li> <li>➤ Accident Related Disasters</li> <li>➤ Rail Accidents</li> <li>➤ Air Accidents</li> <li>➤ Fire Accidents</li> <li>➤ Terrorism</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains how natural hazards become disasters.</li> <li>➤ Explains what preventive measures should be taken for fire accidents.</li> <li>➤ Explains the reasons of road accidents and preventive measures to be taken for.</li> <li>➤ Explains the reasons of Rail Accidents.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Expresses in own words what are the dos and donts during accidents.</li> <li>➤ Comments on road accidents, fire accidents.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses the particulars about accidents from the news paper.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on the recent terrorist activities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the places of terrorist activities in the map of India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepares a poster on reasons and prevention of disasters.</li> </ul>

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24.	Traffic Education	<ul style="list-style-type: none"> <li>➤ Traffic Education</li> <li>➤ Need and Significance of Traffic Education</li> <li>➤ Traffic Chaos</li> <li>➤ Driving Licence</li> <li>➤ Drunken Drive – Breath Analyser</li> <li>➤ Cancellation of Driving Licence</li> <li>➤ Traffic Signs</li> <li>➤ Advices to Drivers</li> <li>➤ Necessity for Registration</li> <li>➤ Road Marking Signs</li> <li>➤ Road Safety</li> <li>➤ Rules for Pedestrians</li> <li>➤ Rules for Motor Cycles</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains about the documents required for driving license.</li> <li>➤ Explains, what happens if the traffic rules are not followed.</li> <li>➤ Mentions the documents required for the vehicle's registration.</li> <li>➤ Gives reasons for road accidents.</li> <li>➤ Explains about the reasons of traffic disturbance.</li> <li>➤ Explains the reasons of cancellation of licence.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comments on drunken drive.</li> <li>➤ Comments on the importance of traffic signs..</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepares a chart on traffic signs and their explanation.</li> <li>➤ Collects and analyses the information on traffic accidents from the news papers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on road safety and suggests measures to be taken.</li> <li>➤ Reflects on license to drive.</li> <li>➤ Reflects on road safety rules.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the cities where more accidents occur in the map of India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the road safety rules.</li> <li>➤ Prepares a poster writing a few slogans on road safety.</li> <li>➤ Helps police in maintaining road safety.</li> <li>➤ Helps old age people, children, handicaps in road safety.</li> </ul>

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**Class-X**

<b>Unit No.</b>	<b>Theme/ Lesson</b>	<b>Key concepts</b>	<b>Conceptual Understanding</b>	<b>Reading the given text, Understanding and Interpretation</b>	<b>Information Skills</b>	<b>Reflection on Contemporary issues and questioning</b>	<b>Mapping Skills</b>	<b>Appreciation and Sensitivity</b>
1	India : Relief features	<ul style="list-style-type: none"> <li>➤ Location</li> <li>➤ Geological background</li> <li>➤ Major relief divisions, - The Himalayas, The Indo-Gangetic plain, The Peninsular Plateau, The Thar Desert, The Coastal plains, and the Islands.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains – the location and geological background of India.</li> <li>➤ Classifies the major relief divisions of India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reads the text and interprets how the Himalayas are formed.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses the information regarding the rivers flowing in Indo-Gangetic plain.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Finds out the reasons for the availability of rich minerals in the central high lands.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draws India map and locate Alahabad.</li> <li>➤ Draws 82 ½<sup>o</sup> eastern longitude on the outline map of India.</li> <li>➤ Draws the map of India and locates the hills of Nilgiri Ananmali and Palani.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the importance of Himalayas in controlling the climate of India.</li> </ul>

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2.	Ideas on development.	<ul style="list-style-type: none"> <li>➤ What development Promises – Different people, Different Goals</li> <li>➤ Income and other Goals</li> <li>➤ How to compare Different Countries or States</li> <li>➤ Income and other Criteria</li> <li>➤ Public Facilities</li> <li>➤ Human Development Report – India and its neighbours for 2013 data.</li> <li>➤ Development as progress over time</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the public facilities provided by the government.</li> <li>➤ Analyses the human development report - 2013 of India and its neighbouring states.</li> <li>➤ Compares and contrasts the developmental goals of different countries and states.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reads the text and interprets the percapita income of Himachal Pradesh and Punjab.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses the latest data of HDI (Human development Index) of India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Expresses opinion on the proper utilization of public facilities in our state.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draws and locates Punjab, H.P. and Bihar on India map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the human development activities taken up by Himachal Pradesh.</li> </ul>

Unit No.	Theme/ Lesson	Key concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
3.	Production and Employment	<ul style="list-style-type: none"> <li>➤ Sectors of Economy</li> <li>➤ Gross Domestic Product (GDP)</li> <li>➤ How to we estimate GDP?</li> <li>➤ Changes in the importance of sectors : value of goods and services produced and employment of people.</li> <li>➤ Employment – the working life in India</li> <li>➤ Organised and unorganised sector employment in India</li> <li>➤ How to create more and better conditions of employment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains ‘GDP’.</li> <li>➤ Explains the similarities and differences between organized and unorganized sector.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets the value of goods and services produced and the employment of the people.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the current data regarding the GDP of India and our state.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tells about the reasons for increasing employment opportunities in the service sector.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draws the map of India showing, the GDP of different states.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Shows respect towards the workers of unorganized sector.</li> <li>➤ Appreciates the role and importance of service sector in GDP.</li> </ul>

<b>Unit No.</b>	<b>Theme/ Lesson</b>	<b>Key concepts</b>	<b>Conceptual Understanding</b>	<b>Reading the given text, Understanding and Interpretation</b>	<b>Information Skills</b>	<b>Reflection on Contemporary issues and questioning</b>	<b>Mapping Skills</b>	<b>Appreciation and Sensitivity</b>
4.	Climate in Indian context	<ul style="list-style-type: none"> <li>➤ Climate and Weather</li> <li>➤ Climographs – India</li> <li>➤ Factors influencing climate and weather : Latitude on distance from the equator, Land water relationship, Relief, Upper atmosphere circulation</li> <li>➤ Winter</li> <li>➤ Summer</li> <li>➤ Advancing monsoon,</li> <li>➤ Retreating monsoon</li> <li>➤ Global warming and Climate Change</li> <li>➤ AGW and climate change</li> <li>➤ Impact of change on India</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the similarities and differences between climate and weather.</li> <li>➤ Explains the influencing factors of climate and weather.</li> <li>➤ Compares and contrasts the temperature of winter and summer.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets the Monsoon system in India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the recent data of weather reports and prepares a table.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tells about the reasons for Global warming and climate change.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draws the climographs.</li> <li>➤ Draws the India map showing, temperatures of winter and summer.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the role and importance of monsoons in Indian agriculture</li> </ul>

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5.	Indian rivers and water resources	<ul style="list-style-type: none"> <li>➤ The Himalayan Rivers : The Indus system, The Brahmaputra system</li> <li>➤ The Peninsular Rivers</li> <li>➤ Water use</li> <li>➤ Inflows and Out flows</li> <li>➤ Water use in Tungabhadra river basin</li> <li>➤ Rational and equitable Use of water – a case study or Hivre Bazar of Maharastra</li> <li>➤ Water as common pool resource</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the differences between Himalayan rivers and the peninsular rivers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets the water consumption in Tunga bhadra river Basin.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses the data regarding the major water projects in A.P.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tells about the reasons for the eastward flowing, of Brahmaputra rivers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draws the physical map and river system of India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gets sensitized towards the conflicts between A.P. and Karnataka regarding water.</li> </ul>

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6.	The People	<ul style="list-style-type: none"> <li>➤ A survey our own area (population)</li> <li>➤ What does the census show?</li> <li>➤ Age structure</li> <li>➤ Sex Ratio</li> <li>➤ Literacy Rates</li> <li>➤ Life Expectancy</li> <li>➤ Population Growth and Processes of Population Change</li> <li>➤ Change in population size</li> <li>➤ Population density</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the terms sex ratio, literacy rate, life expectancy, density of population.</li> <li>➤ Explains why the education and the health is regarded as the source of human capital.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reads the text and interprets the density of population in various states.</li> <li>➤ Interprets that proper utilization of human resources leads to the enhancement of human capability.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepares a table that shows the age structure in India and A.P.</li> <li>➤ Converts bar graphs into pie-graphs relating to sex ratio.</li> <li>➤ Collects the information regarding the density of population in various states.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tells about the reasons for the population growth in India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Points out the density of population of different districts in A.P. on the graph paper.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the govt. Role in controlling the population growth in our country.</li> <li>➤ Appreciates the govt. Policies in enhancing the human capabilities.</li> </ul>

Unit No.	Theme/ Lesson	Key concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
7.	People and settlement.	<ul style="list-style-type: none"> <li>➤ What is a settlement?</li> <li>➤ How did settlements begin?</li> <li>➤ Expansion of agriculture and emergence of towns</li> <li>➤ How do settlements change?</li> <li>➤ What kinds of places attracted settlements?</li> <li>➤ How are settlements organised?</li> <li>➤ Urbanisation in India</li> <li>➤ Indian settlements in hierarchy</li> <li>➤ Aerotropolis – jet – age city</li> <li>➤ Urbanisation problems</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the terms settlement, urbanization etc.,</li> <li>➤ Classifies the Indian settlements in hierarchy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reads the text and interprets the attracted settlements.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects information and discusses urbanization in India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the reasons for the expansion of agriculture and the emergence of towns.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draws out the India map and locates Mumbai, Delhi, Hyderabad, and Vishakapatnam.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Makes posters on the solutions of urbanization problems.</li> </ul>

<b>Unit No.</b>	<b>Theme/ Lesson</b>	<b>Key concepts</b>	<b>Conceptual Understanding</b>	<b>Reading the given text, Understanding and Interpretation</b>	<b>Information Skills</b>	<b>Reflection on Contemporary issues and questioning</b>	<b>Mapping Skills</b>	<b>Appreciation and Sensitivity</b>
8.	People and migration	<ul style="list-style-type: none"> <li>➤ Migration – a case study</li> <li>➤ Measure and classify migration patterns</li> <li>➤ Migration in India (census 2001, 2011)</li> <li>➤ Rural – Urban migration</li> <li>➤ Seasonal and temporary Migration</li> <li>➤ The sugarcane cutters of Maharashtra</li> <li>➤ What happens when people migrate?</li> <li>➤ International migration</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describes the terms migration and international migration.</li> <li>➤ Makes out the similarities differences between seasonal and temporary migration.</li> <li>➤ Differentiates migration and international migration.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Talks about the sugarcane cutters of Maharashtra.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects information regarding migration in the recent year and prepares ‘pie’ diagram based on that information.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Responds to the reasons for peoples migration.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draws India map and locates Maharashtra, West Bengal, Odisha and Gujarat.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gets sensitized to the consequences of migration.</li> </ul>

Unit No.	Theme/ Lesson	Key concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
9.	Rampur : A village economy	<ul style="list-style-type: none"> <li>➤ The story of Rampur village</li> <li>➤ Farming in Rampur</li> <li>➤ Land and other natural resources</li> <li>➤ Land distribution in Rampur</li> <li>➤ Organisation of Production : a) Land, b) Tools Machines, buildings, c) Raw material and money, d) Knowledge and enterprise</li> <li>➤ Labour : for a farm and wages?</li> <li>➤ Capital : arranging physical and working capital</li> <li>➤ Surplus or Loss for farmer</li> <li>➤ Non – Farm activities in Rampur</li> <li>➤ Small scale manufacturing in Rampur</li> <li>➤ The shopkeepers of Rampur</li> <li>➤ Transport</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the intensive use of land and other natural resources in Rampur village.</li> <li>➤ Analyses the distribution of farmers in Rampur village.</li> <li>➤ Explains the factors of production in Rampur.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets the non- farm activities of Rampur.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and tabulates the data regarding the factors of production.</li> <li>➤ Conducts a survey on the occupational structure and displays the data collected in Bar and Pie-graphs.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the reasons for the rapid development of transport system in Rampur.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draws India map and shades U.P with colours.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the role of factors of production in the development of Rampur village.</li> </ul>

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10.	Globalization	<ul style="list-style-type: none"> <li>➤ Production across Countries</li> <li>➤ Interlinking Production Across Countries</li> <li>➤ Foreign trade and Integration of market</li> <li>➤ What is Globalisation</li> <li>➤ Factors that have enabled Globalisation</li> <li>➤ Technology</li> <li>➤ Liberalisation of foreign and foreign investment policy</li> <li>➤ Institutions of Global Governance</li> <li>➤ World Trade Organisation (WTO)</li> <li>➤ Impact of Globalisation in India</li> <li>➤ Small Producers?</li> <li>➤ The struggle for a fair Globalisation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the key concepts of globalization.</li> <li>➤ Distinguishes the similarities and differences between foreign trade and integration of market.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets the interlinking production across the countries.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the information about WTO meetings and discusses.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the present day need of globalization.</li> <li>➤ Realizes the importance of inter-relationships between and country and another in the process of globalization.</li> <li>➤ Explains the effects of globalization on social issues.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the head quarters of IMF, World Bank and WTO in the map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the contribution of science and technological development in globalization.</li> </ul>

Unit No.	Theme/ Lesson	Key concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
11.	Food Security	<ul style="list-style-type: none"> <li>➤ Food security for the country</li> <li>➤ Increasing food grain production</li> <li>➤ Availability of Food grains</li> <li>➤ Other food items</li> <li>➤ Access to food</li> <li>➤ Public Distribution System (PDS)</li> <li>➤ Nutrition status</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the meaning and importance of food security.</li> <li>➤ Distinguishes the difference between food security and safety food.</li> <li>➤ Explains the reasons for regional imbalances due to insufficient food grains.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets the history of food security by reading the given document.</li> <li>➤ Interprets the relation between agriculture and food security.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the data regarding food security acts and prepares a table showing the conditions under which those acts were enacted.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Responds to the below given reasons for food insecurity.</li> <li>➤ A) neglecting agriculture</li> <li>➤ B) Rules and regulation of world trade.</li> <li>➤ C) Insufficient ware house facilities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draws a map of India and locates Hyd.</li> <li>➤ Draws India map and shades 'Odisha' (with colours)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the implementation of food security acts, support take price system and price controlling steps.</li> </ul>
12.	Sustainable development with equity.	<ul style="list-style-type: none"> <li>➤ Development again...</li> <li>➤ Environment and development</li> <li>➤ People's Rights over the Environment</li> <li>➤ Towards sustainable Development with Equity</li> <li>➤ At Alternative Public Distribution system</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compares and contrasts the differences between environmental and development.</li> <li>➤ Explains the rights of people over, environment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets the sustainable development.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the data regarding peoples rights over environment and discusses.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describes the reasons for sustainable development with equity.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates river Narmada on India map</li> </ul>	<ul style="list-style-type: none"> <li>➤ Realizes the role and importance of sustainable development in the present situation.</li> </ul>

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13.	The world between wars 1900-1950 part -I	<ul style="list-style-type: none"> <li>➤ World Wars: Ominous Facts</li> <li>➤ Causes of the two world wars compared</li> <li>➤ Aggressive nationalism, Imperialism, Secret Alliances, The Armaments Race, Militarism.</li> <li>➤ The special contest of the Second World War</li> <li>➤ The treaty of Versailles</li> <li>➤ The League of nations</li> <li>➤ German Challenge to vengeful domination</li> <li>➤ The fear or Socialism and the USSR</li> <li>➤ Consequences of the World Wars</li> <li>○ Enormous human cost Democratic Principles asserted</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the key concepts of world war, Nazism, Versailles and the principles of U.N.O.</li> <li>➤ Distinguishes the differences between world war I &amp; II.</li> <li>➤ Classifies the nations who participated in world wars I &amp; II.</li> <li>➤ Explains the similarities and differences between the league of nations and the U.N.O.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describes the socialism of soviet Russia.</li> <li>➤ Interprets the merits and demerits of Nazism.</li> <li>➤ Interprets the role of U.N.O. with specific examples.</li> <li>➤ Interprets the activities of U.N.O.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyses the prevailing conditions before great economic depression.</li> <li>➤ Collects and analyses the information regarding world wars I &amp; II and comes to a conclusion that there is no place for the dictators.</li> <li>➤ Prepares a table showing the nations those participated in World war I &amp; II and utilizes that information in the discussions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets the causes for World War I &amp; II.</li> <li>➤ Responds on the 'Soviet Socialism'.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates Paris, New York etc. On the world map.</li> <li>➤ Locates the participated nations in the world war I &amp; II on the world map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Expresses sympathy towards the life style of people during the economic depression</li> <li>➤ Appreciates the role of U.N.O. in establishing peace.</li> </ul>

Unit No.	Theme/ Lesson	Key concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
		<ul style="list-style-type: none"> <li>○ New balance of power</li> <li>○ New International Organisations</li> <li>➤ - Enfranchisement of women</li> </ul>						
14.	The world between wars 1900-1950 part - II	<ul style="list-style-type: none"> <li>➤ Russian Socialist Revolution</li> <li>➤ The Great Depression</li> <li>➤ Rise of Nazism in Germany</li> <li>➤ The defeat and end</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discusses the key concepts of soviet socialism, great economic depression, Nazism etc.,</li> <li>➤ Explains the reasons for the emergence of soviet socialism and causes of economic depression.</li> <li>➤ Describes the role of women in 'february revolution'.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets the circumstances which led to the Russian revolution.</li> <li>➤ Interprets the social and economic conditions of Russia at the time of revolution.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the data regarding Russian revolution.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Responds on the reasons that led to the Russian revolutions.</li> <li>➤ Mentions the causes for Nazism in Germany.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates Russia and Germany on the world map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the participation of leaders in the Russian Revolution.</li> <li>➤ Regards the principles of socialism.</li> </ul>

Unit No.	Theme/ Lesson	Key concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
15.	National liberation movements in the colonies.	<ul style="list-style-type: none"> <li>➤ China : two different phases.</li> <li>➤ Establishing the Republic</li> <li>➤ The Rise of the Communist Party of China</li> <li>➤ Establishing the New Democracy : 1949-1954</li> <li>➤ Land Reforms</li> <li>➤ Vietnam : Against two colonizers</li> <li>➤ The colonial experience</li> <li>➤ Emergence of Vietnamese Nationalism</li> <li>➤ The New Republic of Vietnam</li> <li>➤ The entry of the US into the War</li> <li>➤ Nigeria: forming unity against the colonizers</li> <li>➤ British colonialism and the making of a Nation</li> <li>➤ Independent and weak Democracy</li> <li>➤ Oil, environment and politics</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describes the liberation movements of Africa and America.</li> <li>➤ Explains the key concepts of liberation movements of China, Vietnam and Nigeria.</li> <li>➤ Distinguishes the similarities and differences between China, Vietnam and Nigerian Liberation Movements.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reads about Nigeria and interprets how the Nigerians formed unity against colonizers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the data of liberation, movements in China, Vietnam and Nigeria and discusses.</li> <li>➤ Collects the names of the liberation movement leaders and lists out continent and country wise and makes analysis.</li> <li>➤ Collects more information about Sunyetsen, Mao Tse Tung and Ho Chi Minh.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Responds on the liberation movements of China, Vietnam, Nigeria, those took place after World War –II.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates and colours China, Vietnam and Nigeria on the map.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Respects and regards the leaders and their thoughts of liberation movements.</li> </ul>

Unit No.	Theme/ Lesson	Key concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
16.	National movement in India – partition & Independence 1939-1947	<ul style="list-style-type: none"> <li>➤ Should the war supported by Indians? 1939-42</li> <li>➤ The Muslim League</li> <li>➤ The Hindu Mahasabha and the RSS</li> <li>➤ The Pakistan Resolution</li> <li>➤ Who will make the British Quit India?</li> <li>➤ The popular upsurge 1946-48</li> <li>➤ Muslim League and Congress – negotiation for transfer of power</li> <li>➤ A possible alternative to partition.</li> <li>➤ Partition and migration</li> <li>➤ Integration of states</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains</li> <li>➤ The key concepts like congress Hindu Mahasabha, RSS, Muslim League.</li> <li>➤ Explains the relation between partition and communalism.</li> <li>➤ Distinguishes the differences between extremists and liberalists.</li> <li>➤ Mentions the causes for the partition of British India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets the policies of ‘divide and rule’ interprets the communal riots and peace.</li> <li>➤ Interprets the role of Gandhiji in the national movement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the exhibits the information related to the communal division during the British period.</li> <li>➤ Collects the information regarding communal right from school library and discusses the impact of commercial riots.</li> <li>➤ Collects more information regarding national movement and discusses the topic.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Responds to the reasons for communal riots.</li> <li>➤ Discusses how national integration strengthens the nation.</li> <li>➤ Recognizes the importance of Quit India movement.</li> <li>➤ Realizes the importance of Gandhian values in day-to-day life and in present day situation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the historical places of national movement on the map of India.</li> <li>➤ Draws India map and locates the places where Quit India movement took place.</li> <li>➤ Draws a map of India, before and after partition.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Criticises the policy of divide and rule of Britishers.</li> <li>➤ Appreciates the communal harmony and different cultures of India.</li> <li>➤ Regards the Gandhian principles and values.</li> <li>➤ Respects the ideas and activities of our national leaders.</li> </ul>

Unit No.	Theme/ Lesson	Key concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
17.	The making of independent India's constitution	<ul style="list-style-type: none"> <li>➤ Why do we need a Constitution?</li> <li>➤ Revisiting the Indian Constitution</li> <li>➤ Nepal Constitution preamble 2007</li> <li>➤ Japan Constitution preamble 1946</li> <li>➤ Constituent Assembly Debates</li> <li>➤ Draft constitution</li> <li>➤ The vision of the constitution</li> <li>➤ Debate on Fundamental Rights</li> <li>➤ The Constitution Today</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understands and explains the key concepts given below.</li> <li>➤ Constitution preamble constitutional assembly, aims and objectives, philosophy, amendment, features of constitution.</li> <li>➤ Explains the need of the constitution in safe-guarding the rights of citizens.</li> <li>➤ Makes out the similarities and differences of the constitutions of Nepal, Japan and India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understands the key concepts and makes a note on the guiding principles of the constitution.</li> <li>➤ Understands the need of the constitution in fulfilling the promises given during national movement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the information regarding the constitutional featured of Nepal, UK, USA &amp; Australia.</li> <li>➤ Analyses the information collected and classifies as rigid, flexible, unitary, federal written and unwritten.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Realizes that every Institution should have governing rules to achieve its aims &amp; objectives.</li> <li>➤ Imagines how India would be without an entrenched constitution.</li> <li>➤ Explains the interdependence of executive, legislative and judiciary.</li> <li>➤ Appraises the significance of fundamental rights guaranteed in our constitution.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates any four countries having written constitution on the map.</li> <li>➤ Identifies &amp; locates two countries with no constitution on the map.</li> <li>➤ Draws the world map and locates India, Nepal, Japan, England, Australia and USA.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Respects and regards the efforts made by the constitutional makes farmers.</li> <li>➤ Respects and appreciate the constitutional values of India.</li> <li>➤ Appreciates the distinctive amending process of Indian constitution.</li> <li>➤ Appreciates the role of our constitution in safe guarding the culture, the tradition and the heritage of India.</li> </ul>

Unit No.	Theme/ Lesson	Key concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
18.	Independent India (the first 30 years 1947-1977)	<ul style="list-style-type: none"> <li>➤ First General Elections</li> <li>➤ Election procedure</li> <li>➤ One party domination in political system</li> <li>➤ Demand for State Reorganization</li> <li>➤ State Re organization Act, 1956</li> <li>➤ SRC – State re organization commission</li> <li>➤ Social and Economic change</li> <li>➤ Foreign policy and Wars</li> <li>➤ Anti-Hindi agitation</li> <li>➤ Green Revolution</li> <li>➤ Regional Parties and Regional Movements</li> <li>➤ Bangladesh war</li> <li>➤ Emergency</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the following key words.               <ul style="list-style-type: none"> <li>a) General Elections</li> <li>b) Political party</li> <li>c) State Re-organization committee (SRC)</li> <li>d) Green revolution</li> <li>e) Emergency</li> </ul> </li> <li>➤ Mentions the causes for state re-organization.</li> <li>➤ Compares and contrasts the role played by the national and regional parties from 1947 to 1977.</li> <li>➤ Explains the single party dominance in Indian politics.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets that ours is a federal state and decentralized some of its powers to the states.</li> <li>➤ Interprets the demand for states re-organization in India.</li> <li>➤ Reads about the Bangladesh war and interprets how it is separated from Pakistan.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Analysis the causes for disputes in sharing the power and proposes solutions to reduce them.</li> <li>➤ Collects information regarding the regional parties and regional movements.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reasons out why India has uniform language policy.</li> <li>➤ Critically examines the reasons why the ‘emergency’ was declared in 1977 in India.</li> <li>➤ Mentions the reasons why the 42<sup>nd</sup> constitutional amendment was made.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates the states where the regional parties were strong from 1947 to 1977.</li> <li>➤ Draws the map of Bangladesh and locates its capital.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the role of political parties in Indian democracy.</li> <li>➤ Respects the views and opinions of other people.</li> </ul>

Unit No.	Theme/ Lesson	Key concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
19.	Emerging in Political trends (1977 – 2007)	<ul style="list-style-type: none"> <li>➤ Return of Democracy after emergency</li> <li>➤ Elections – 1977 – End of Emergency</li> <li>➤ Some important parties of 1970s BLD, Congress, CPI (M), DMK, Jan Sangh, SAD</li> <li>➤ Regional party- Andhra Pradesh</li> <li>➤ Assam movement</li> <li>➤ The Punjab Agitation</li> <li>➤ The new initiatives of Rajiv Gandhi Era</li> <li>➤ Rise of Communalism and Corruption in High places</li> <li>➤ The Era of coalition politics</li> <li>➤ ‘Mandal, Mandir and Market’</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the concepts of like regional parties, Punjab agitation etc.,</li> <li>➤ Explains the concepts of communication and corruption.</li> <li>➤ Compares and contrasts the development of regional parties in A.P., Assam and Punjab.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets the problems faced after emergency.</li> <li>➤ Elucidates the new development initiatives taken up during Rajiv Gandhi period.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the data regarding 1977 general elections and discussed.</li> <li>➤ Prepares a table of national and regional political parties and analyses it.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Realizes that democracy is the means for achieving equality.</li> <li>➤ Analysis the impact of regional parties information of government in A.P.</li> <li>➤ Exercises views on Mandal commission and Rama Janma Bhumi.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draws India map and shades Punjab, Assam and A.P. with colours.</li> <li>➤ Draws India map and locates Ayodhya and some other worthwhile places.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the positive impact of regional parties in some states.</li> <li>➤ Realizes the role played by the regional parties in their respective states.</li> </ul>

Unit No.	Theme/ Lesson	Key concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
20.	Post war world and India.	<ul style="list-style-type: none"> <li>➤ After world war –II</li> <li>➤ UNO</li> <li>➤ Cold war (1945-1991)</li> <li>➤ Proxy war</li> <li>➤ Military alliances</li> <li>➤ Arms and space race</li> <li>➤ NAM</li> <li>➤ West Asian Conflicts</li> <li>➤ Growth of Nationalism in middle east</li> <li>➤ Peace movements</li> <li>➤ Collapse of the USSR</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets the concepts of cold war, proxy war, military alliance, space race, UNO and NAM.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets the role of UNO in world peace.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects the data regarding UNO, NAM and put it to the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Express his opinion and views regarding the causes for cold war and collapse of USSR.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates USA, USSR and their military alliance countries on the map.</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>
21.	Social movements in our times.	<ul style="list-style-type: none"> <li>➤ Civil Rights and Other Movements of 1960s</li> <li>➤ Human Rights Movements in the USSR</li> <li>➤ Anti-nuclear and Anti-War Movements</li> <li>➤ Globalisation, marginalized</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains the concepts of Global warming, industrialization, Arms trade warfare and social discrimination.</li> <li>➤ Describes the civil rights movement, human rights movement in Russia peoples movement in US, Green peace</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets the effects of Global warming.</li> <li>➤ Elucidates Bhopal Gas disaster.</li> <li>➤ Interprets the effects of warfare and arm trade.</li> <li>➤ Reads and responds on the Meira Paibi</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects information, regarding the gender and racial discrimination and presented the report.</li> <li>➤ Inferences that nuclear, energy, and</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reasons out how far we are responsible for global warming.</li> <li>➤ Responds on the movements for social justice.</li> <li>➤ Questions about and responds on the</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locates countries where indigenous people participated in the movements.</li> <li>➤ Draws India map and</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the people's movements for social justice and against discrimination.</li> <li>➤ Appreciates the role</li> </ul>

Unit No.	Theme/ Lesson	Key concepts	Conceptual Understanding	Reading the given text, Understanding and Interpretation	Information Skills	Reflection on Contemporary issues and questioning	Mapping Skills	Appreciation and Sensitivity
		people and environmental movements ➤ Greenpeace Movement in Europe ➤ Bhopal Gas Disaster related movements ➤ Silent Valley Movement 1973-85 ➤ Movement against dams – Narmada river ➤ Movement of women for Social Justice ➤ Aadavallu Ekamaite ➤ Social mobilization on human rights ➤ Meria Paibi Movement	movement in Europe. ➤ Mentions the reasons for Antinuclear and Antiwar movements. ➤ Analyses the Globalization, Marginalized people, and environmental movements. ➤ Distinguishes the similarities and differences between the Bhopal Gas disaster related movements and the movements against the construction of dams on the river Narmad.	movement.	nuclear arms raise are cut throating the health of civilians. ➤ Collects the information regarding the peoples movements that took place in India.	issue of social justice for women and human rights.	locates river Narmada, Bhopal, Manipal, Western Ghats and Kerala.	of India regarding social issues.

<b>Unit No.</b>	<b>Theme/ Lesson</b>	<b>Key concepts</b>	<b>Conceptual Understanding</b>	<b>Reading the given text, Understanding and Interpretation</b>	<b>Information Skills</b>	<b>Reflection on Contemporary issues and questioning</b>	<b>Mapping Skills</b>	<b>Appreciation and Sensitivity</b>
22.	Citizens and the Governm ents.	<ul style="list-style-type: none"> <li>➤ What is information?</li> <li>➤ Who is responsible?</li> <li>➤ Exemption for disclosure</li> <li>➤ People and RTI</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains RTI 2005.</li> <li>➤ Gives some examples of RTI Act.</li> <li>➤ Distinguishes the similarities and differences between RTI and RTE.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interprets the text given below exemptions for disclosure.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects information with regard to RTI Act from the newspapers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Expresses views on RTI Act.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draws A.P. map and locates Karim-nagar, and Warangal.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciat es the role of PIO in implement -ting RTI Act -2005.</li> </ul>

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## C) Instructions to teachers

- This textbook is not to be seen as the final authority, but has to be discussed, debated and questioned. In fact each chapter in this book provides opportunity for a systematic discussion on some of the main issues relating to a topic. It would be good if the teachers could ensure that the chapters are read out in the class and discussions conducted along the lines suggested.
- **The language of the text:** Efforts have been taken to write the text of this book in child friendly manner. However there are certain terms and jargons that will need explanation and clarification. Text is often trying to give examples that may be suitable to the concept that is discussed. Each chapter has central ideas, these are often provided as subheadings. In a classroom, you may be able to cover 2 or 3 subheadings in a period roughly.
- This textbook uses different style of writing, sometimes they are narratives like Narasimha and Rajeshwari in chapter 3 of class 10, to make the students understand the difference between both of them with regard to their livelihood and working conditions. These narratives reflect the facts existing in the society. In chapter 9, the students understand the economy of a village by reading the case study of Rampur Village and compare the activities discussed here with their own village economy. There are also some tables, graphs like pie charts, bar graphs in chapters 6, 8, 9, 11 and 12. These are for analysis and discussion so as to come to a conclusion on different issues.
- In earlier classes, you have come across natural disasters and a few Acts on Women Protection, a little bit about RTI and RTE. This year you could try to know the role and responsibility of citizens as well as the departments of the government by reading chapter 22 on Right to Information Act.
- **Use of in between questions and end text questions:** You will note that there are questions in between the text. Do not leave out these questions. These are integral to the teaching learning process. These questions are of different types – some of them help you to recap, summarize, evaluating important ideas from the passages that you may have read out. Or they are for collecting more information that is around the concepts discussed in the previous topic or sub-topic. Do not try to dictate the answers to these questions, allow the students to find the answers on their own. Allow them to have discussions amongst each other in trying to figure out the meaning of these questions and talk about possible answers.
- **There are different types of questions used in the book:**  
They (i) ask students to write their experiences; (ii) compare their experiences with that of the examples given in the text; (iii) compare two or three different situations given in the textbooks; (iv) are questions that ask students to give their opinion about the situation or

case study (when these opinions are asked it need not be the same for all children, allow them to express their opinion) and (v) evaluate a particular situation given in the chapter.

- Teacher may adopt different strategies in using these questions in the classroom. Some questions may be written down in the notebook; others may be discussed in small groups; a few may be written as individual tasks. In all situations it is important to encourage the student to write in her or his own words. Avoid instructing all children to write the answers in same style and structure.
- **There are certain boxes in the chapters.** These are often additional information on the concepts discussed in the chapter. It is important to discuss them in the classroom, and conduct the activities around, but do not include them for your summative evaluation.
- **Images used in the textbooks:** We have also tried to use different styles of images like photographs, line drawings, cartoons and posters etc. These are taken from different historical points of time and from different sources. Hence just as different styles used in textbooks there is diversity in the images too. Many of the pictures have questions along with the captions – these may be discussed in the class as they will help you to draw the attention of students on the significance of images.
- **Maps, tables and graphs:** Maps in these books tell us about geographic, economic, political and historical aspects. They are used to present the information in an interesting manner. You will also find the use of tables and graphs. Reading tables and graphs are essential in Social Studies. These often provide much more clarity in explaining the concepts.
- **Projects:** There are different projects suggested in the book. It may not be possible for all projects to be undertaken. It is important to remember that we cannot teach all aspects of concepts merely by reading textbook. Projects thus enable students to interact with members of the society, collect new information, arrange and present them in their own manner. Making questions for an interview, planning for a visit to the bank, or creating a presentation that could include images, tabulated data or graphs based on the information they collected are also important in acquiring Social Studies skills. These encourage children to work together in groups and conduct exchange and share ideas.



## 7. Evaluation

### Introduction

Friends you might have observed the changes being introduced in evaluation since the time NCF 2005 has come into force. CCE is introduced to classes 6 to 8 as it is done in primary classes. Continuous and comprehensive Evaluation is a process in which all the aspects that promote the all round development of the child are assessed.

The Right to Education Act mandates that the prevailing examination system be replaced by the system of Continuous and Comprehensive Evaluation (CCE). This however should not be interpreted as weekly or daily tests. CCE should be seen as deriving from an activity based approach to teaching. The teacher should closely observe each child as he or she participates in the class room and out-door activity and note his or her progress. The teacher has to then design activities that draw out the student in areas where he or she may be lagging behind. It is therefore necessary to design the syllabus and text books in such a way as to incorporate CCE as a part of the normal routine.

As the term ‘comprehensive’ indicates, evaluation should not be focussed on just one aspect such as ability to retain and recall information. It is necessary to bring a range of skills such as reasoning, extrapolating, exploring causal factors, comparing, summarising textual information, surveying, discussing, representing information, etc.

While CCE should necessarily be an ‘open book’ and collective affair even in the secondary stage the possibility of having an open book evaluation should be explored. Open book evaluation relieves the students of the pressure of memorising a huge load of factual details and focus attention on understanding the main concepts and processes. However, open book evaluation requires a very creative task setting which focusses on the basic objectives of social science teaching.

The core of Social Science education lies in strengthening the subjectivity of the learner so that she or he may enrich her or his own unique contribution to the society. Thus evaluation in Social Sciences has to engage with the issue of judging subjective response of the students. It is pointless to insist on all children to memorise the same answer and writing them down in the exams in the same manner. However our examination system is not geared to handle subjectivities and focuses exclusively on what is called ‘objectivity’. This is usually interpreted as identical answers by all students. Assessing subjective answers therefore requires special processes and efforts like evaluating sample papers to see the possible range of student response to a question and then preparing a schedule for evaluation.

## What are we going to learn from this chapter?

- What is C. C. E. and why is it?
- The process of conducting C. C. E.
- Formative Assessment
- Summative Assessment
- Summative Evaluation and the Blue print
- Guide lines to prepare Summative question paper.
- Grading
- Academic standards – Model questions
- Summative assessment - class 9 model paper.

Observing and recording the students physical, intellectual, social, emotional development in class room, laboratory, library and playground before after and during the teaching learning process is the main objective of C.C. E. continuous and comprehensive is that which analyses the students learning process and made concerned changes to the teaching learning process based on students progress and arrange for remedial teaching through different techniques to promote all round development of the student.

**C Continuous** : The evaluation begins with teaching learning process and continuous as long as the process exists.

**C Comprehensive** : Along with the topics taught, life skills such as moral education, attitudes and values and evaluation of development in all co curricular aspects are also assessed.

**E Evaluation** : Analyze and make report of student's progress and use it for further development of the child. It has been the main objective of a student to secure marks in exams through rote- learning of a specific set of question and answers in the conventional mode of examinations where children are feeling that the exams are a painful and stressful process.

The present system of evaluation is only looking into the capacity of the child to remember things but not how they are able to use this knowledge in their day to day life, how they are responding towards society, environment and nature. It is to be noted that it is against the spirit of educational objectives Act if the above mentioned things are not considered into evaluation.

The system of examination should encourage children to express their feelings freely without hurting their heart, without any fear or pressure. NCF – 2005, SCF -2011 and RTE 2009 have all laid importance to implement CCE.

It is impossible and unscientific to confine educational development only by one written exam. Learning process should be constructive. Evaluation process should help the development of the child in its fullest potential to construct knowledge, standards and skills and other internal strengths of the child. To attend to above mentioned lapses we have CCE in front of us.

### **Grading System**

To avoid unhealthy competition among the children for marks and ranks we should follow grading based on mark in the new system of comprehensive and continuous evaluation. The marks secured by children in Formative and Summative Assessments should be converted into 5 point scale. Childs' progress is graded into A<sup>+</sup>, A, B<sup>+</sup>, B and C grades. Observation and recording the progress of the child based on their standards will help enhance the learning process.

### ***Giving Grade to Academic standard***

Questions shall be based on the blue print under each academic standard. Ex: Let us suppose there are 2 questions which carry 10 marks each 20 questions which carry ½ mark each under the academic standard conceptual understanding. Then add all the marks secured by the child under this academic standard and convert the mark into grade using the following table.

<b>Percentage</b>	<b>Grade</b>
91 - 100	A +
71 - 90	A
51 - 70	B +
31 - 50	B
1 - 30	C

### ***How to Conduct C C E ?***

CCE is not just an examination but it is a convention. It is an assessment for learning which promotes children to learn well.

It is a process of observation and recording the physical, intellectual, social and emotional development in the class, after the class in the laboratory, library or play ground during the teaching learning and before it and after that.

CCE is of two types. They are Formative Assessment and Summative Assessment.

Formative Assessment is conducted four times a year. (July, September, December and February)

Summative Assessment is conducted three times a year. (October, January and April)

CCE measures the performance of the children in terms of academic standards.

**Formative Assessment has 4 domains, 50 marks are allotted to it.**

- Participation of children and responding 10 M
- Written works (Note books, Homeworks, Assignments etc) 10 M
- Project works 10 M
- Slip tests/ Written tests 20 M

Teacher should observe and record the observations of written works, project work in the day to day teaching learning process.

Questioning, Group Work, Demonstrations expressions of children should be observed and recorded.

Class work, Homework, Compositions should be observed and recorded.

The above three should be observed and recording during a specific time.

Formative tests should be conducted for 20 marks.

Summative tests should be conducted for 50 marks in primary level and for 100 marks in high school.

All the academic standards should be tested during Summative tests.

Question papers should be designed dividing the questions according to the academic standards.

Under every academic standard, questions should be essay type, short answer type, Very short answer type and objective type. But it is not compulsory that all types of questions are present under each category. Types of questions should be designed under different academic standards according to the possibilities.

### ***Childrens' participation and response***

Teacher should observe the children in the class room, during the teaching learning process on different other occasions and Grade them on different aspects.

### ***Areas of observations in Social Sciences.***

- Observe questioning, speaking, interpreting skills of the children in the class during the teaching learning process.
- Observe the map reading and explanation skills.
- Observe if the child is sharing his / her experiences, connecting local issues to the topics taught.

- Observe reflection on an issue and appreciation of importance of something.
- Observe the participation of the child in group work.

The observations thus made should be recorded once in every two months (in the months of Formative Assessment)

### ***Written works***

- Completion of notebooks (Topic wise)
- Filling up information tables and keep them available.
- Completing the exercises in the textbook
- Map pointing, drawing
- Portfolios of children
- Presence of social science topics on the wall papers and posters in the class room.
- Conducting Project works
- Design of plan
- Gathering information related to the project
- Recording the collected data in the required order
- Analyzing and presenting the recorded matter

**Note: Project should always be given as group work.**

### **Summative Evaluation**

Assessing the performance of the child in different subjects based on the academic standards at a particular point of time is called continuous and comprehensive Evaluation.

Summative evaluation is taken up 3 times a year i.e., in the months of October, January and April.

**Teachers have to design a question paper on their own.**

Summative evaluation in primary level is for 50 marks and at high School level it is for 100 marks.

- All the academic standards are to be tested in summative tests.
- Question paper has to be designed based on different academic standards.

There should be essay type, short answer type, very short answer type and objective type questions in the question paper. But all the four types of questions are not compulsory under all the academic standards.

While setting the questions we should keep in mind which question is suitable to assess which academic standard.

Blue print and weightage for each subject is given.

Question shouldn't be in such a way that it encourages to learn by heart and reproduce in the exam. They should be answered by the child based on understanding and application. There should not be any oral questions in summative tests. Even though there are many standards for convenience of exam they are to be shortened to 5 or 6 to design the question paper.

Project works should not be given as a part of Summative tests.

Types of questions, number of questions, marks in designing a summative question paper are given in the blue print. Observe them.

**Social studies – Summative Test Blue print of questions based on different academic standards.**

Academic standard	Essay type Questions	Short answer Questions	Very short answer Questions	Objective Questions	Total Questions	percentage
Conceptual understanding	2 (10)	2(5)	5(1)	10 (1/2)	19 (40)	
Read and comprehend	1 (10)	-	-	-	1 (10)	10%
information skills	-	3(5)			(15)	
Contemporary issues	1 (10)	1 (5)	-	-	2 (15)	15 %
Map skills	-	1 (5)	5 (1)	-	6 (10)	10%
Appreciation and sensitivity	-	2 (5)	-	-	2 (10)	10%

Note: Number in the bracket denotes marks.

## **Elementary and Secondary level assessments**

### **A) VI<sup>th</sup> to VIII<sup>th</sup> Classes – Assessment**

- Children should be able to understand the concepts in the social sciences. They should be able to give examples, classify, and tell similarities and differences
- They should be able to read paragraphs related to the concepts and should be able to explain in their own words
- They should be able to collect information, tabulate them, analyse and come to a conclusion and prepare a report
- They should be able to respond to the contemporary issues and question them
- They should have mapping skills; i.e. draw a map, read a map, identify objects in a map, etc
- They should be able to prepare the characteristics of great people, Constitutional values, and also prepare pamphlets and slogans as per the context
- CCE should aid in assessing their understanding
- As part of this formative (FA) and comprehension assessment should be implemented
- The formative assessment (FA) should help in assessing social sciences capacities from time to time by designing and implementing appropriate tools
- The following FA tools can be used for the specific purpose:
  - for assessing the children's participation and responses - observation;
  - for assessing the children's capacities to write in their own words - note books;
  - for assessing the children's capacities as per the context - project work
- Comprehension assessment should be undertaken concept-wise
- The social sciences capacities should be assessed by written tests
- The questions in comprehension assessment should make children think
- The questions should be such that they have multiple answers and such that children can express their views and feelings based on their own experiences
- Instead of using the same questions given at the end of the lesson under Improve Your Learning, they should be changed
- The question papers should not encourage rote learning in children by using guides, question banks, study material, etc
- The weightage should be capacity-wise, rather than lesson-wise
- The children's progress should be recorded in each of the capacities and communicated to the parents

### **B) IX<sup>th</sup> to X<sup>th</sup> Classes – Assessment**

- As per RTE – 2009 Act, the CCE will be implemented for primary Classes (I to VIII)
- The character and qualitative aspects of this assessment should be continued for the IX<sup>th</sup> and X<sup>th</sup> Classes
- New assessment system should be implemented in the IX<sup>th</sup> Class
- In the X<sup>th</sup> Class children have to appear for the Board exams
- However, instead of solely depending on the Annual exam some weightage should also be given for the Internal assessment
- Project work, children’s portfolios, assignments, note books can be used for the Internal assessment
- Daily teaching exercises should be used as tools for internal assessment for continuous assessment of the children’s progress
- Based on these steps should be taken to improve the learning levels of the children. By this, the stress and anxiety during the X<sup>th</sup> annual exam can be reduced
- The Social Sciences examination paper for the X<sup>th</sup> Class should be based on the social sciences capacities
- The questions should be such that they encourage the children to think and also enable to assess the language level of the children
- The questions that have been given for practice in social sciences should not be repeated during the annual examinations
- The questions should be such that one can assess the concept understanding, communication skills, mapping skills of the children
- Weightage should be accorded to the different capacities based on which the question paper is to be prepared
- The assessment system that was followed in VIII<sup>th</sup> Class should be continued in IX<sup>th</sup> Class and help the children to prepare for the X<sup>th</sup> Class.

\* \* \*

## 8. Learning Atmosphere - Teaching Techniques

Children should learn in a happy environment. We know that the child's mental development flourishes more in the fear and tension free atmosphere. They participate actively in the learning process if their opinions and aptitudes are respected.

The children love to learn in, child centred teaching - learning process takes place in a free atmosphere. This environment is called 'Natural Learning Environment.

### **Characteristics of child friendly environment :**

- Children have a liberty to talk to the teacher and know about the things in a tension free manner.
- Teacher showing love and affection on the children.
- Children having free and fair atmosphere to question.
- Class rooms having free air and ventilation.
- Teaching & Learning processes are conducted with the activities designed to the level of children.
- Teacher guiding the children as an adviser, guide, facilitator and friend.
- Making all the children to participate in the activities. Creating an atmosphere for particularly learning.
- Individual, group and whole class activities are being conducted. Teachers helping them in understanding concepts.
- Designing activities in a new, interesting and thought providing manner.
- Teacher not sitting idle at one place, but observing, helping and giving suggestions to children participating in the activities.
- Respecting children opinions and creating an opportunity to them to share their experiences, emotions freely with teachers and friends.
- Creating a tension and punishment free, fearless environment.
- Giving preference to appreciation, encouragement, motivation, opportunity etc.,

## **Steps in teaching a lesson – understanding, model lesson plan and period plan**

The objective of social sciences is the comparative study of the society. Is the present methodology equipping the children to think critically and question meaning fully about society, knowledge systems, legislature, scientific development, production, judiciary etc.

Can we achieve the objective of social sciences by following the lecture method, i.e., teacher himself reading and explaining? Please think over.

To achieve the above objective, teacher first needs to plan every lesson and thus effectively implement the year plan. So, it is easy to prepare a period plan if one allot the periods, read the lesson completely and make a grid to plan what to do in each period.

Thus one can make the teaching learning process effective.

We can achieve the expected result in children only if we can make them think critically, collect information, acquire map skills, think over contemporary issues, discuss and question.

Period planning is easy if grid format for every lesson is written. Therefore make a grid to all the lessons.

In the same way the teachers need to have better understanding on steps of teaching to carry out the teaching learning activity thoroughly in the class room. Let us take a look at the steps to be followed in the teaching of social studies.

### **Model Lesson – Steps**

Objectives of the unit

(Objectives of the lesson should reflect the six academic standards)

#### **I Introduction**

- Greeting
- Mind mapping / revision questions
- Announcement of the topic

#### **II Reading the Topic: Identifying new words/ concepts**

- Identification
- Create conceptual understanding

### **III. Understanding the concept – discussion**

- Speaking: Make the children speak on the topic read by them.
- Questioning: Make the children ask questions on the topic read or on the aspect which is not clear to them.
- Questions on understanding the concepts of the lesson.
- Writing the questions made by the teacher on the concept of the topic or picture or a map the board linking the contemporary issues.

### **IV Practicing the skills**

- Information skills
- Mapping skills

### **V Home work**

So far you have learnt the steps in teaching, now let us know how to execute these steps in the class room in a detailed fashion.

#### **I Introduction:**

Teacher should greet the children on entering the class room. He / she should know the previous knowledge or experiences of the children on the topic to be discussed through mind mapping or concept mapping so that the teacher will have an idea of what they know. This helps the teacher to know what is to be taught to the students.

In the same way when the same topic is being continued the second day the teacher should ask revision questions on the topic discussed in the previous period. Then announce the topic and write it down on the black board.

#### **II Reading the lesson, identifying the new words/ concepts:**

The lesson to be discussed should be read by every individual child in the class. Ask them to understand the content, pictures, Tables, Maps or Graphs studying the same carefully.

Ask the children to underline the concepts, technical terms, new words which they did not understand. Teacher should conduct whole class activity on new words and the concepts underlined by the children. The teacher should write down the new words as the children are saying one by one. He / she should make the children discuss and make them understand.

### **III Understanding the concepts – discussion**

The Teacher should make the children speak on the topic. He / she should encourage them to participate. They should be encouraged to question on the topic which they did not understand and also on the related contemporary issues. The teacher should write them on the black board. Write some thought provoking questions to comprehend the concept/ picture/ map/ graph/ table. Conduct this as a whole class activity. Teacher should write the answers given by children when children do not produce proper responses teacher should add his/ her response. Thus by writing concept map on the board the teacher should create conceptual understanding.

### **IV Practicing Skills**

The teacher should give practice on information skills and mapping skills in the class room. The teacher should make the children practice analyzing the tabular information through questions, showing a graph based on the tables, giving questions to analyze graphs etc,. If any lesson hasn't got a scope for information skills then the teacher should make children collect such tables, text or graphs. Thus the children acquire skills such as information collection, recording it, analyzing and drawing conclusions.

In the same way in acquiring map skills children should study, identify, analyze and draw the textual maps. If at all there are no maps in a lesson teacher should collect related maps and make the children practice. The children should be given practice to draw a simple map of the class room to the map of India.

### **V Home work.**

The teacher should ask the children to write answers to the questions related to discussion in the class regarding pictures/ maps/ graphs or tables. If the time is not sufficient they will write the answers at home and bring them back to the class.

### **Teaching techniques**

The new text books are designed according some themes. So there is a lot of variety in the lessons. It is not a right thing to teach all the lessons in the same method. The teachers have to adopt different strategies in order to realise the expected goals. And also the children will actively participate in teaching learning activities. So let us look at the following teaching strategies to teach social studies.

- Mind map
- Seminar
- Meet the press
- Youth parliament

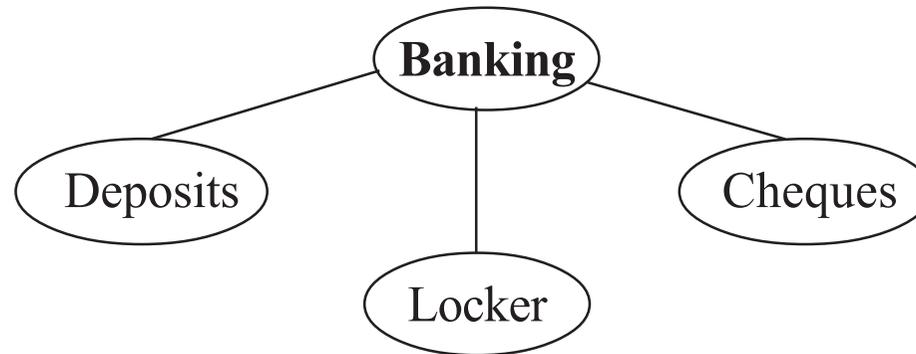
- Model elections
- Field trip
- Posters and brochures
- KWL
- Quiz
- Mono action
- Class room Work shop
- Reading and rewriting the texts

Now let us discuss each teaching strategy in detailed manner

### 1. Mind mapping

The teacher selects a topic / concept and makes the children think and gets responses.

Then synchronises all the ideas or thoughts and gives conclusion. For example: While teaching the chapter banking and they ask them what they know about banking. Then children think about it. The teacher takes the responses and writes them around the mind map.



There are many advantages of a mind mapping. This is said to be the natural constructivism because they collect different thoughts and ideas about one single concept and come to a decision. The children think and actively participate in teaching and learning. It becomes an active learning which becomes meaningful as they link their previous experience with newly acquired knowledge. This is a child centered approach of teaching as the learners themselves take

part in the teaching and learning process. The teacher acts as a facilitator. All the children involve in it. Therefore the mind mapping technique can be used differently by the teacher in the teaching learning process.

## **2. Seminar** (conducted by the children)

The teacher gives a topic to the children and provides them some resources and ask them prepare a seminar paper. The copies of the paper should be according to the number of students in the class. Then they should be distributed among the students. Then the student gives explanation on the seminar paper he has prepared followed by the doubts expressed by the other students. The presenter of the seminar paper offers explanation on the doubts. The teachers have to extend their cooperation and guidance to conduct the seminars in the class on topics like Banking, Laws, Justice, Poverty, Rights, secularism and Cinema. Similarly in class 9, seminars can be conducted on chapters like loans, prices, taxes, human rights, women laws and natural disasters. This gives scope for the children to think deeply on about a particular topic and collect information on them.

## **3. Meet the press**

Meet the press is one of the interesting teaching strategies which provide an opportunity to participate actively. We should select some students as press reporters and ask them to prepare on those topics which allotted for them. Some of the students are selected as leaders. On topic each should be assigned. The remaining children should be asked to observe carefully.

Process of conducting the meet the press:

The students who are selected as leaders should be asked to sit on the stage. Each one of them is asked to speak on the topic which is allotted to them. After completion of their speeches the students who are selected as press reporters should ask their questions and get them clarified by the leaders. Each question is to be those students who are entrusted with that topic. The remaining students have to observe the questions that the students (press reporters) are asking and the students (leaders) who are answering and note down in their notebooks. In this way, all the students will have comprehensive about the given topic.

For example: Freedom movement in the state of Hyderabad, law, justice, women protection laws and road safety education.

## **4. Youth parliament**

Youth parliament is an interesting activity which is conducted with an active participation of those students who are active, enthusiastic, interesting and fluent in speaking under the guidance of the social studies teachers. It is conducted on the similar lines of Lok Sabha at the centre and the Assembly at the state level.

### **Who should take part in the youth parliament?**

- Active and interesting students
- Interested in school
- Villagers
- Parent

### **Sharing responsibilities/ process of preparation**

- Planning
- Preparation
- Presentation/ implementation
- Evaluation

### **Planning**

- Selecting who are interested to participate
- Selecting some of them as ministers and some of them as MLAs
- Seeking the permission HM's Inform
- Informing the other teachers
- Colleting the required material
- Informing the parents and the villagers
- Planning should be made at least 10 days in advance
- Preparing the questions they are planning to raise

### **Process**

- Seating should be arranged for the speaker, CM, opposition leader, ministers (including the body guards), MLA's press ( cards/ charts, boards should be displayed)
- Introducing the members with the permission of the speaker
- Question hour programme in which questions are raise related to all the important portfolios

- Answers by the ministers
- Address by the opposition leader
- Adjournment of the house

### **5. Model Elections**

By conducting model elections in the classroom the students will know about the process of conducting elections from village, state and central levels. e.g. In 14<sup>th</sup> lesson of 8<sup>th</sup> class of the 3<sup>rd</sup> theme Parliament and central government can be taught through the technique of model elections.

Class leader can be elected in a democratic manner.

### **6. Field trips**

Field trips are useful for the children to get firsthand experience through direct way they provide scope for the children to link their previous knowledge to their direct observation and construct knowledge on their own. So, the teachers should arrange field trips for the children. E.g. banking, public health, courts, parliament, agriculture-crops, market-prices, road signals etc.

### **7. Posters and brochures**

The children should be provided an opportunity to make posters and brochure on their own in order to bring awareness about anything. More things are known to people in less time. Similarly, it is helpful to discuss a particular thing deeply in future. Eg. Women rights- preparing posters related to laws. Preparing brochures to bring awareness on women laws.

We can encourage the children to prepare posters and brochures on different issues in the society. In other words, the teacher has to make the children prepare the posters and brochures in the classroom. The children can understand more effectively as they involve themselves in the preparation.

### **8. Quiz**

It is essential to include quiz programme as one of the teaching strategies in the teaching of social studies. The teacher has to announce the quiz programme to the children one day in advance. The next day, the children have to be divided into groups (3 or 4) and conduct the quiz competition among them. The remaining children observe the competition, think about the answers and note down the questions. If the participants failed to give the correct answer these students should be give an opportunity to give the answer. The teacher has to prepare the questions in advance to make the programme effective and successful.

## **9. KWL**

The children can read and understand the new text books on their own easily. so the teachers can adopt the strategy of KWL to bring the surroundings into the classroom.

- **K** means ‘What I know?’
- **W** means ‘What I have to know?’
- **L** means ‘What I have learnt?’

The children can know what they know, what they have to know and what they have learnt with the help of this technique.

E.g. in class 8, Forests: Using and Protecting them, understanding livelihoods and poverty etc.

In class 9, Agriculture in India, Service activities in India, Road safety etc.

## **10. Role Play**

Expressing the feelings of a character by a single actor is called Mono action.

Mono action is very appropriate strategy to enact the historical characters like Alluri Seetha Rama Raju, Komaram Bhim etc.

## **11. Classroom workshop**

Workshop is meant to conduct to make the children to make required learning material according to the lessons given in the text books. The teacher should plan thoroughly before conducting the workshop. All the necessary material should be kept ready for the children at the time workshop.

E.g. preparing the tables. The children may be asked to prepare tables related to 6, 7, 8 and 9<sup>th</sup> class.

## **12. Reading and rewriting the texts**

Simple language is used in the text books in order to enable the children to read easily. This strategy can be adopted to teach those lessons which are suitable for the level, background and surroundings of the children. According to this strategy the children should be asked to the lesson first. Then they will be asked to say what they have understood. The children can cultivate self learning.

Identify which lessons are convenient to adopt this strategy in classes 6, 7, 8 and 9.

The social studies teacher has to adopt a suitable strategy according to the nature of the lesson in the text books. Then the children participate in the teaching learning process actively.

\* \* \*

## 9. Teacher Preparation

The foregoing discussion on the objectives of Social Science Teaching and its pedagogy clearly indicates a changed role for the teacher and a new expectation from her.

To begin with the agency of the teacher has to be restored. The teacher cannot be treated as a mere administrator of a syllabus and curriculum developed by others but as a person who is taking the decision regarding the curriculum and the materials. The teacher builds bridges between the larger curricular objectives and the world of the students. She has to be empowered to take the final decisions in the field.

Empowering the teacher to take decisions and make choices is the most crucial factor in Social Science Education. This requires both structural changes and also preparation of the teachers. The structural changes should be directed to involve the teacher in all major decisions relating to curriculum and to give autonomy to the teacher to decide what to teach and how to teach using what materials at a given point of time. The teacher should be held accountable for the outcome but not deprived of the authority to take decisions.

Teacher preparation therefore should involve orientation of the teacher into the basic approach and methodologies of the subjects, the variety of materials and strategies that can be used to teach them, and possible pedagogic approaches that could be adopted in the class room. This is done best by helping the teacher to experience first hand an alternative class room in which, the text book is transacted through active discussion, use of libraries and resource persons from the community, drawing children to present their own experiences and thought.

Teachers should prepare the required Annual and Lesson Plans in advance before they teach. They should develop a comprehensive understanding of various concepts by browsing different websites.

Often it has been noted by observers that many teachers have an ambiavalent attitude towards the constitutional values like democracy, equality and secularism. These values form the core of our social science curriculum; any orientation of the teacher which does not imbue the teacher with these values may be considered highly inadequate. This is possible only if the teachers experience at first hand these values in the process of their orientation. Likewise, a teacher should also understand and have faith in the learning potential of the students, whatever their background. An understanding of the children and their social background will enable the teacher to handle the resources these diverse social contexts provide to the class room.

The RTE Act mandates that at the middle school level there shall be subject teachers, and this would mean that a social science teacher should have a specialised background in any of the social science disciplines. Mere graduation in one subject may not equip a person to teach social sciences in an integrated manner and such teachers may require additional orientation in all the subject areas. An initial pre service training needs to be followed up with periodic professional reviews and exchanges and refresher courses. Indeed we need to think in terms of setting up professional teachers' associations to consolidate the understanding autonomy and initiative of teachers to teach Social Sciences.

Given the RTE Act directive regarding CCE, the teachers need to be empowered and oriented to conduct this task on a creative and regular basis.

\* \* \*

## **10. Social Studies Teaching Resources - Reference Books & Websites**

### **Collecting information through study**

- Identifying and collecting required material- period plan, preparation of necessary plan,
- Conducting teaching Learning Activities, identifying periods according to a unit
- Identifying available physical and human resources, estimating the learning levels of the children, fixing objectives for the next period

### **Identifying and the preparing the TLM relevant for the topic**

- Collecting resources available in the surrounding
- Resources

Various resources are essential for the teachers to prepare for the class.

### **Let us think**

- Do we need resources for teaching new text books? Why?
- Which resources are necessary to teach new text books?
- How do we collect / gather these resources for teaching new text books?

### **Resources are useful**

- to give additional information
- to make the children understand
- to make them interact with material
- to make teaching more effective and attractive
- to make children collect more information
- to develop skills in the children
- to know about an issue
- to make them question anything

## **Resources required for social studies**

### **Reference books**

- Geography, History, Civics and Economics text books of Intermediate I&II years
- Degree Telugu Academy text book on geography
- Yojana
- India Today
- CBSE NCERT Books
- ICSE Books
- Ekalavya Books
- Daily News papers
- Articles in news papers

### **Social studies forum/ clubs**

- Teachers Unions

### **Resource centres**

- SCERT, HYD
- DIET
- District libraries
- School libraries

### **Human Resources**

- Bank staff
- Advocates
- Police staff
- Public representatives
- MRO, MEO, MPDO etc.,

### **Media**

- Teleconferences
- Subject wise CDS
- MANA TV
- Saptagiri channel

## Websites

- [www.weekly.com](http://www.weekly.com)
- [www.pbs.org/teachers](http://www.pbs.org/teachers)
- [www.aravindaguptatoys.com](http://www.aravindaguptatoys.com)
- [www.newteachingstrategies.com](http://www.newteachingstrategies.com)
- [www.askgeography.com](http://www.askgeography.com)

## Resources required for class 8

- World map (physical and political)
- Atlas (Oxford)
- India map (political and physical)
- Andhra Pradesh map (political and physical)
- Barometer
- Available Raw materials/ minerals
- Currency-coins-notes old/new (according to availability)
- Cheque
- Cash deposit form
- Bank pass book
- A/c opening application form etc.
- Copy of Indian Constitution
- Photo of parliament
- Model Form of FIR
- Copy of RTE Act
- Different musical instruments
- Different varieties of sports material
- Different pictures related to natural calamities collected from news papers/ magazines
- Globe
- Charts
- Particulars of populations 2011
- Movements of the earth ( Video CDs) - a) Rotation of the earth b) Revolution of the earth
- Samples of different soils
- Stationary of bank transactions
- Draft
- Cash with drawl form
- ATM Card
- Photos of National leaders
- National symbols
- Photo of president palace
- BMI chart
- Copy of RTI act
- Pictures videos of different dance forms of India

**Field trips**

- Coal mines
- Forests
- Banks
- ATM centre
- Hospital
- Factory
- Police station
- Court
- Ration shop
- Cinema theatre (projector)
- Printing press

**Resources required for class 9**

- Video of space
- World map
- Atlas
- Different types of rocks
- Charts
- Globe
- India map
- Cereals
- Chart showing fixed and variable assets
- Map of Europe
- Map of Africa
- Traffic signals
- Different forms related to driving license

**Field trip**

- Planetarium
- Beaches (if it is possible)
- Any one Industry
- Office of the forest department
- Interacting with Self help groups
- Income Tax office

Note: Material is identified from 8<sup>th</sup> and 9<sup>th</sup> class text books. Similarly, identify the material from the 6<sup>th</sup> and 7<sup>th</sup> text books.

## ANNEXURE

### A) Organisations that work on Social Sciences at School Level - On Curriculum and Material Development Issues

Sl.No.	Name of Organisation	Location
1.	<b>Eklavya</b>	Bhopal, MP
2.	<b>Uttarakhand Seva Nidhi</b>	Almora, Uttarakhand
3.	<b>Nirantar</b>	New Delhi
4.	<b>Khoj</b>	Mumbai
5.	<b>Avehi Abacus</b>	Mumbai
6.	<b>Swanirbhar</b> , Organisation based in North 24 Pargana	West Bengal
7.	<b>SAHMAT</b> , Safdar Hashmi Memorial Trust	New Delhi
8.	<b>Vidya Bhawan Society</b>	Udaipur, Rajasthan
9.	<b>Digantar</b>	Jaipur, Rajasthan
10.	<b>Pravah</b>	Delhi

### B) Schools that have used Innovative Methods to Teach Social Science

Sl.No.	Name of Organisation	Location
1.	<b>The School</b>	Chennai
2.	<b>Rishi Valley School</b> , (Social Science and History Curriculum for classes 4 to 7)	Almora, Uttarakhand
3.	<b>Shishu Van</b>	Bombay
4.	<b>Center for Learning</b>	Bangalore, Hyderabad
5.	<b>Aadharshila</b>	Sendhwa, MP

(Most of these schools have their websites where contacts and materials can be accessed)

### **C) Publishers in Social Sciences**

- **Granthshilpi** - New Delhi
- **Eklavya**, Bhopal, M.P.
- **Bharat Gyan Vigyan Samiti**, Delhi
- **NCERT**, New Delhi
- **Publication Division**, New Delhi
- **National Book Trust**, New Delhi
- **Children's Book Trust**, New Delhi
- **Books on Social Science Education by Sage Publications**, New Delhi
- **Books published for Children by Oxford University Press**, New Delhi
- **People's History Series, Tulika Publications**, Chennai
- **Katha**, New Delhi
- **Tara**, Chennai
- **Navayana**, New Delhi

### **D. Some Useful Books**

- **Samajik Adhayayan** - 6, 7 and 8 - Textbooks developed and published by Eklavya, Bhopal
- **Textbook of Social Science** for class 6, 7 and 8 (English, 1994) : Eklavya, Bhopal
- **Textbooks of Social Science** for classes 6 & 7, developed by Eklavya for Lok Jumbish Parishad, Rajasthan, 1999/2000.
- **Samajik Adhayan Sikshan** - Ek Prayog, published by Eklavya
- **Hamari Dharati, Hamara Jeewan**, textbooks for classes 6, 7 & 8, Uttarakhand Sewa Nidhi, Almora
- **Workbooks** for Rajasthan textbooks for Classes 6, 7 & 8
- **Workbooks** of Haryana for Class 6, 7 & 8 (2008)
- **Text Book of Chattisgarh** for classes 3 to 8 : EVS and Social Science, SCERT, Raipur
- **Textbooks for Ladakh Hill Council** on Environmental Studies Part II for classes 4 & 5

- **Our Tribal Ancestors** - Prehistory for Indian Schools, part 1 & 2, Rishi Valley Education Series
- **Sangam Age and Age of the Pallavas** - TVS Education Society & Macmillan
- **The Young Geographer Series**, Haydn Evans, Wheaton - Pergamon
- **Geography Direct** - Collins Educational
- **Khushi-Khushi** for class 3, 4, 5 : Eklavya, Bhopal
- **Apne Aas pas**, textbook for classes 4 & 5, Digantar, Jaipur
- **Kuchh Karen**, Vidya Bhawan Society, Udaipur
- **Textbooks** of NCERT for class 3 to 8 : NCERT, New Delhi
- **Textbooks** of EVS and Social Science for classes 3 to 8, SCERT, New Delhi

#### **E. Some Resource & Reference Books**

- **Itihas ke Srote**, bhag-1, A resource book for Teachers, published by Eklavya
- **People, Places and Change** : An Introduction to World Cultures by Berry and Ford
- **Puffin History of India series** by Puffin Books, Delhi
- **Report of the seminar on Environment Studies** (1995) : Vidya Bhawan Society
- **Social Science Learning in Schools** - Documentation of the Eklavya's social science experiment, Edited by Prof Poonam Batra and published by SAGE.
- **Teaching Social Science in Schools** - by Alex M George and Amman Madan, Published by SAGE
- **Walk With Me** - A guide for Inspiring Citizenship Action - Pravah, New Delhi
- **Writings of Teachers Ideas for the Classroom** - East West Books, Madras
- **Social Studies Instruction in the Elementary School** by Richard E Servey
- **Learning from Conflict** by Prof Krishna Kumar
- **Turning the Pot Tilling the Land** by Kancha ILAIAH - Navayana Books
- **Different Tales Series** - Anveshi and D.C. Books, Kerala

## **F. Localised Resource Books as Models for Creation**

- **Our City Delhi** - Narayani Gupta - Oxford University Press
- **School and Society and Area Study of Mylapore** - Tara Publishing

## **G. Journals**

- **Sandarbh** (For Teachers)
- **Vimarsh** (For Teachers)
- **Chakmak** (For Children)
- **Contemporary Education Dialogue**
- **Economic and Political Weekly**
- **Teacher Talk, A Journal of the TVS Education Society**
- **Journal of the Krishnamurthy Schools**

## **H. Films**

- **The Young Historians** - Series of films by Ms Deepa Dhanraj
- **Bharat Ki Khoj**, Tele Serial produced & directed by Mr Shyam Benegal
- **Bharat Ki Chhap**, film on Indian History
- **Naata** (on Communalism) TISS Mumbai (Anjali Monteiro)
- **India Untouched** - Stalin (on Untouchability in India)
- **War and Peace** - Anand Patwardhan
- **Making of the Mahatma** - Shyam Benegal
- **Ambedkar**
- **Nanook of the North (on the life of Eskimos)**

## **I. Websites**

- <http://www.neok12.com/History-of-India.htm> - has many videos on topics in social science
- eklavya publications, <http://www.eklavya.in>
- Sangati Interactive teaching learning kits, <http://avehiabacus.org/about.html><http://schools.indiawaterportal.org>

- Me and my City - sunitha Nadhamuni and Rama Errabelli  
Janagraha Center for Citizenship and Democracy, [www.janaagraha.org](http://www.janaagraha.org)
- Water related projects and resources, <http://schools.indiawaterportal.org/>
- Heritage related resources  
The Indian National Trust for National and Cultural Heritage, <http://www.intach.org/>
- Curriculum based story books : IETS publications  
<http://www.ilfsets.com/solutions.asp?secid=1&menuid=3&smenuid=1&childid=1&subchildid=2&pageid=345>
- <http://www.worldsocialscience.org/>, the site of the International Social Science Council.
- UNESCO's Social and Human Sciences page, [http://www.unesco.org/new/en/social-and-human-science/and Education page, http://www.unesco.org/en/education](http://www.unesco.org/new/en/social-and-human-science/and-education)
- The IEA's Civic Education Study link is, <http://www.iea.nl/icces.html>
- Bombay Natural History Society, <http://www.bnhs.org>
- Kalpavriksha Environment Action Group, <http://www.kalpavriksha.org>
- Center for Environment Education, India, <http://www.ceeindia.org/cee/index.html>
- Down to Earth Magazine, <http://www.downtoearth.org.in>
- Center for Science and Environment, India, <http://www.cseindia.org>

**Some other Important Websites**

<http://www.school.discovery.com>

<http://www.nationalgeographic.com>

<http://www.incredibleindia.org>

<http://www.animalplanet.co.uk>

<http://www.greenpeace.org>

<http://www.britanica.com>

<http://www.arvindguptatoys.com>

<http://www.khanacademy.com>

kotagirishekar youtube

[gurudeva.comnew](http://gurudeva.comnew)

## Websites

- ★ [www.weekly.com](http://www.weekly.com)
- ★ [www.aravindaguptatoys.com](http://www.aravindaguptatoys.com)
- ★ [www.plos.org/teachers](http://www.plos.org/teachers)
- ★ [www.new/teachingstrategies](http://www.new/teachingstrategies)
- ★ [www.askgerography.com](http://www.askgerography.com)
- ★ [www.neok12.com/histor-of-india](http://www.neok12.com/histor-of-india)
- ★ [www.eklavya.in](http://www.eklavya.in)
- ★ [www.schools.indiawaterportal.org](http://www.schools.indiawaterportal.org)
- ★ [www.intach.org](http://www.intach.org)
- ★ [www.ilfsets.com](http://www.ilfsets.com)
- ★ [www.unesco.org/en/education](http://www.unesco.org/en/education)
- ★ [www.iea.nl](http://www.iea.nl)
- ★ [www.bnhs.org](http://www.bnhs.org)
- ★ [www.kalpavriksha.org](http://www.kalpavriksha.org)
- ★ [www.ceeindia.org](http://www.ceeindia.org)
- ★ [www.downtoearth.org](http://www.downtoearth.org)
- ★ [www.cseindia.org](http://www.cseindia.org)

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# 11. Appendix

## Vexing Questions in Social Studies

- *Hriday Kant Dewan*

### A. INTRODUCTION

Social studies relates to our lives and our beings in an intense manner. It is expected to affect our behaviour and shape our world view. It expects the learner to integrate in society even while influencing it.

A common response to the question, why should we have children learn in schools, is 'so that she/he becomes a good citizen'. Social studies finds itself entwined in conflicting strands as it attempts to unravel and analyze heterogeneous notions of societies and citizens even while being rooted in the child's life.

Embedded in the ethical foundations of a social studies program are axioms. For instance, 'all human beings are equal' could be considered an axiom according to the Constitution of India. The axioms we adopt have a direct bearing on how we analyze the world around, from the Bhopal tragedy to gender prejudice we might encounter within our homes.

In a social studies program, the choices of what should be taught and in what manner draws from how we view society and the human being. The Constitutional preamble gives a notion of what we mean by these terms, but there is a wide variety in the manner they are interpreted and the extent of faith and seriousness in them. In many ways, social studies, being inextricably linked to notions of identity, is an arena of battle as it offers routes for the promotion of ideologies and indoctrination. In looking at the purpose of education, these are, however, not the only concerns. There is also the concern to balance stable social principles and their transformation.

Social studies embroils itself in issues that every person grapples with every day; in this lies its richness and its complexity.

The main questions that we have to address when considering the teaching and learning of social studies are:

1. **Purpose:** What are the main purposes of social studies?
2. **Components:** What are the building blocks of a social studies programs?
3. **Perspective:** What is the perspective of the proposed discourse?
4. **Nature:** What is the nature of the discipline, and how does it grow and accumulate knowledge?
5. **Process:** What processes of teaching would be appropriate? In the following sections, we shall see why the above questions are difficult to answer in any straightforward manner. We will focus on the primary classes.

## **B. PURPOSE**

The overarching goal of social studies is to help the child understand society and her place in it, to use this understanding to make informed personal and social choices, and to enable her to realize that her choices are influential in shaping the society she lives in.

Such choices have to be informed not just by personal interests, but also by collective social good. Since a good society and a good human being are moral conceptions, a fourth social studies goal is the development of an ethical sense.

A social studies program needs to have some implications for what the child understands of her society and how she deals with it. The program has to gradually help her make better judgements and feel more confident in choosing and deciding. It also has to enable her to take sides, which is critical in a liberal, democratic, plural society. Having said that, it is also crucial for any social studies program to develop in the child a sensitivity towards others' choices and perspectives, to embrace the diversity of beliefs and experience, which adds to the richness of one's worldview.

It is thus clear that social studies contains some part of ethical development in itself. The ethical development suggested here is in terms of helping the child build her own logical and value framework. She needs to be able to make appropriate choices involving benefit to the majority. Often social studies is confused with learning a particular variety of community living and moral science, and is often confined to a list of do's and don'ts that the children have to follow. Such programs tend to reduce the child's space for observing, experiencing, analysing, formulating ideas, and to develop her own way of working and deciding. In addition, it must make her sensitive to the needs of the collective and to ecology as well.

## **C. COMPONENTS**

The above three purposes indicate four broad components of a social studies program: Choice, Concept, Information and Skills.

### **1. Choice**

Rather than a set of moralized do's and don'ts, a good social studies program would seek to develop the ability of the child to make the appropriate choices for herself after weighing pros and cons. In this, it is important that she follow principles of rational thinking, enquiry, equity, diversity and plurality – values that are enshrined in our Constitution.

### **2. Concept**

To be able to ask and understand questions, to look for answers and to make choices, it is necessary that we understand underlying concepts. If we do not understand them reasonably clearly, we cannot form informed judgements. In social studies, concepts are the building blocks of understanding. By concept, we refer to the theoretical understanding of a real-world thing or event. Nation, festival, market, citizen, community, human being, home, family, etc. – each of these is a concept.

The social studies program needs to include engagement with the ideas of inter-dependence among people, communication, idea of a human society, evolution of societies, of location and mapping, climate, habitat, market, of governance, of cooperation, diversity, plurality, and so on. These concepts will gradually get more complex and would have more and more inter-linkages. The early specific concepts of a child – a chair; festivals like Id, Diwali, Christmas; home, family – gradually evolve and grow deeper and wider. There is no common conceptual development among all children.

Concepts develop in each child with different nuances, and can only be scaffolded using their own, different experiences.

Another example of this can be that as the child grows, from the ‘male’ superset, the idea of ‘father’ begins to stand out more distinctly. Then comes a point when the distinction between one father and another become apparent. In this way, the very difference in experience can lead to nuances in the building of concepts.

### **3. Information**

Concepts are generic patterns and abstractions of the real world. This implies that real world information is the basis for concept formation.

Take the concept of a map. In order to make a map, you need to know where north is and where south is. Similarly, without knowing the variety of relationships and their names, you cannot analyse the manifestation of gender and other kinship relations in our conversations and social processes. To understand the history of a market or a town, we need information of dates and events. Social studies has a greater need for information than other disciplines such as Mathematics or Science. In Mathematics, once you have a few axioms, you could logically construct all knowledge using them. In Science, we can repeat an experience or even conduct new ones. There is also certainty that given certain conditions, the results of the observations will be consistent.

*The social studies program needs to include engagement with the ideas of interdependence among people, communication, idea of a human society, evolution of societies, of location and mapping, climate, habitat, market, of governance, of cooperation, diversity, plurality, and so on.*

In social studies, however, it is not possible to engage with a concept in the abstract without having any information or facts to build up the analysis. It is the task of gleaning patterns in information. Hence, what information is provided, and to what level of detail, is an important consideration in the teaching of the discipline. Ofcourse, we need to always be cognizant that information is rarely neutral, and is colored by perspective.

Information is sometimes confused with concept. This confusion arises because information and concept are intertwined, both in their relationship to each other, and in the common language used to reference each other. In some aspects, information is prior to development of the concept. But once the concept has been developed, it can be used to organise and retain more information. For a child, ‘teacher’ might refer to her specific teacher – this is information. Whereas the child’s mother might use the word ‘teacher’ to denote both the specific teacher (information) or to the concept of a teacher.

#### **4. Skills**

How does information lead to concept; concept to understanding; and understanding to choices? This is the role of skills. Just as logic is a mathematical skill, and hypothesizing and experimentation are scientific skills, there are skills specific to social studies.

Some examples of social studies skills include: recognizing what to observe, observation, analysis of observation, formulating patterns, reflecting on situations, etc. These might seem complex and high order skills, but even young children demonstrate these when they are, for instance, asked to draw a map of their classroom or school, or are asked to conduct a survey.

Skills and concepts often develop simultaneously and contextually.

Let us consider an example to examine the components suggested above.

#### **How did Human Civilisation Develop?**

Let's assume the task at hand is to understand the development of the human society from hunter-gatherer days to the present. This requires information that humans did not know agriculture, that they hunted animals in groups and slowly started using tools. We need to know that use of metal in tools and weapons came later, primarily as a improved substitute for stone. There is information that can be gathered from cave paintings. To build a conceptual construct, we need an enormous amount of information that cannot merely be gathered from observation and experience.

The skills and capabilities revolve around finding, comprehending and using sources that have information about these elements. This could include simple reading materials that have analysed the observational data, or even interpreting the original descriptions. So while there is no direct observation required, the other aspects of skills are still necessary. These require many skills and abilities, but are different from the concrete observational possibilities that tasks dealing with Science require.

The concepts included in this analysis of evolution of human society are the changing use of technology, the nature of production, governance, distribution of resources and surplus, nature of trade and commerce, and so on.

The principles of ethics include understanding of development in terms of sustainability, dealing with inequity in distribution, principles of governance that is just and equal, pros and cons of using technology and elaborate trade, etc.

In some of these categories, there are overlapping areas and a hierarchy of components as we move towards a more general and abstract form of knowledge. The abstraction and the distance from the experience of the child – the movement away from learning with concrete pictures and descriptions – increase as we move to the upper primary classes. The generalisations and connections that the child is expected to make also become more complex.

The need for retaining the concreteness of the picture remains.

## D. PERSPECTIVES

The perspective with which one approaches social issues within the classroom is an extremely vexing question. Does learning to respect equity and justice demand action in situations where there is injustice and inequity – even if it means confronting something immediate in the child’s home or in the community? If children explore the situations of injustice and inequity, do they discuss ways and means of changing it? Or should they limit themselves to the Constitution, its promises and structures without analysing how they function in reality? This is a difficult choice.

*Does learning to respect equity and justice demand action in situations where there is injustice and inequity – even if it means confronting something immediate in the child’s home or in the community?*

It is not easy to discuss questions arising from real situations in the classroom. Children coming from various backgrounds and socio-economic strata cannot discuss such issues academically. The inequity, social domination and infringement of democracy have names of people and families associated with it. These are loaded with personal relationships and involvements. The natural instinct of the school system would be to avoid conflict and unpleasantness, to hide inequities, and plead for peace and harmony. A good citizen is one who accepts her lot with equanimity and hopes that better laws would be formed and more effective implementation would take place. It may be argued that this is the best choice for a society; but this is in fact just one perspective. There are counter views.

The Constitution of India promises a just and equitable society. However, it does not elaborate what kind of citizens and governance can lead to this. The goal of the elementary school program therefore has to help the child develop this understanding. The question therefore is, do we prepare children to succeed the best in the present situation? Or do we prepare them to question the dynamics and struggle for the goals that were promised?

There is therefore a struggle between a program that focuses on building a spirit of justice and equity in children; and a program that is focused on peace and harmony, leaving the tranquillity of the ancient pond undisturbed.

The child comes to the school with many experiences and interactions with her environment. She has memories of being respected and valued, of being considered part of a group. She also has memories of exclusion, memories of dominating or being dominated, etc. These experiences have structured her behaviour and beliefs. Based on these, and her own silent analysis, she has formed her identity. It is not easy to develop a program which can use these experiences and the identity in a meaningful manner and develop through them a common view. Also, it is arguable whether a common view or a widespread belief system is even desirable. We need to keep in mind that there are many conflicting world views, and it is not obvious which world view should be advocated. We cannot also ignore the fact that the State is controlled by many dominant forces that would also like to shape the child’s perspective. The struggle for determining content and its transaction is therefore intense here.

It is thus obvious that there can be many perspectives with which to develop social identity and to interpret environment, culture and history. The perspective chosen is governed by the presumed relationship of a human being to society, relationships among humans, and an understanding of how children

learn. Any list of do's and don'ts, bereft of choice, discretion and rational analysis, is not acceptable. One of the things, therefore, to be kept in mind while thinking about social studies in primary schools is to avoid falling into trap of developing a didactic program.

## **E. NATURE OF THE DISCIPLINE**

### **Is it Social Studies or is it Social Science?**

The prevalent impression that the scientific process offered a superior way to knowledge and life; that along with mathematical logic, it formed a complete package to make the human being rational. These led to a rechristening even the social disciplines with a scientific suffix.

The power of science and technology globally, and the belief in the infallibility of evidence-based arguments and rational logic was considered to be the basis of all knowledge creation. This idea embedded itself in all areas of studies, and has led to a value in being scientific. The members of different disciplines in social studies took pains to describe how their discipline was close to Science, and as cognitively logical.

*Also, it is arguable whether a common view or a widespread belief system is even desirable. We need to keep in mind that there are many conflicting world views, and it is not obvious which world view should be advocated.*

However, while there is nothing wrong in the need for arguments and formulations to be logical, it is important to recognise that many aspects of human behaviour do not conform to straightforward, rational analysis and logic because there are too many inconsistencies. The question of how belief systems, for example, arise is extremely critical and has to be investigated in a manner that cannot be called scientific.

Natural science has a method; it has a way of accepting knowledge as valid and within its ambit. The scientific process can have a variety of steps, but there are underlying common principles, and knowledge is eventually accepted when it makes verifiable predictions. But, keeping in mind the sheer variability of human behaviour and reviewing various aspects of society and its changed requires a system of processes that cannot be comfortably contained within a social science nomenclature. Unlike Science, human beings and society are not rational, objective and empirically consistent. It would be good to consider for oneself if the social studies disciplines can have the same criteria as the Sciences to judge knowledge or accept that an idea worth considering has been formulated.

*Unlike Science, human beings and society are not rational, objective and empirically consistent. It would be good to consider for oneself if the social studies disciplines can have the same criteria as the Sciences to judge knowledge or accept that an idea worth considering has been formulated.*

## F. CLASSROOM PROCESSES

It is difficult for the school to discuss the legal age for marriage, and the freedom to marry, in a society dominated by khap panchayats. Similarly, how do we talk meaningfully about equity, restraint and contentment in an economy pulled by the market forces? The tensions and the implications of the content of the discussions make it difficult to be held in school. There is besides this the question of the ideology of the school as a structure and the extent to which it can allow open ended discussions and explorations of ideas particularly in areas that may have immediate implications for the life of children and adults around them.

While an exhaustive response to classroom processes is outside the scope of this article, we will consider the following four questions:

1. Can there be a common approach to Science and social science in the primary classroom, especially since they are dealt with jointly under 'Environmental Studies'?
2. Can the program be largely built around the student's knowledge?
3. How do you build on the student's experiences, especially in history?
4. Where does a teacher draw a line when it comes to issues of immediate conflict for the child?
5. Can there be an integrated cross-discipline approach to the curriculum, or is a discipline-specific program required?

### **Can there be a Common Approach to Science and Social Science in the Primary Classroom, especially since they are dealt with Jointly under 'Environmental Studies'?**

At one level, a common approach that includes hypothesising, observing social aspects and discovering patterns as one does in the Science, is possible. However, this 'scientific' process cannot be extended to exploration of how societies develop and change, how human civilisations have learnt to use artefacts, and what has been its impact on their lives. It is also not possible to explore the forms of governance and the kind of implications they have for individuals in a society. The complexity of the social dynamics and situations makes it difficult for clear cause-effect relationships to be seen. Instead what we can see is a description of how things are, and absorb the nuances that differentiates things.

*The notion that scientific knowledge is preeminent, combined with the inherent difficulty in social studies teaching has discouraged the profuse inclusion of social disciplines in the school.*

It is clear that even at the primary level, Science and social studies would have distinct approaches. The notion that scientific knowledge is preeminent, combined with the inherent difficulty in social studies teaching has discouraged the profuse inclusion of social disciplines in the school. Which is why even as a part of EVS, attention is focused on conducting surveys and locating places on a map; and not on analysing the lived experiences of children.

### **Can the Program be Largely built Around the Student's Knowledge?**

Students have local and personal information at the beginning of the program. Recognising this, we then use it to build wider conceptual structure that builds on and relates to the experiences of the student.

*If the program gives the child the opportunity to find reasons, organise her ideas and make choices, then it will have implications for behaviour of the child. The program would also convey to the child a sense of what society is and how to relate to it.*

The information available to the child is in a variety of forms. It includes family and kin, names of the village of the neighbouring villages, the river that flows nearby, the names of trees around, different types of crops that are grown, where the market is and what is sold there, etc.

The amount of information a child has and its scope increases as she grows older. While some of this happens on its own, a formal social studies effort should lead the child to information and knowledge that would otherwise be beyond her reach. This will require her to observe closely, collect data, to organise these observations, make generalizations from observations, draw inferences, and so on. The child has to be given opportunities to take up such tasks with a gradually increasing level of difficulty.

If the program gives the child the opportunity to find reasons, organise her ideas and make choices, then it will have implications for behaviour of the child. The program would also convey to the child a sense of what society is and how to relate to it. It would suggest ways to understand the happenings in the world around. There are certain principles and social norms that the child needs to be aware of, as well as be capable of questioning them.

### **How do you build on the Student's Experiences, especially in History?**

The choice of themes and entry points for concepts has many folk views. The dominant argument is to move from the known to the unknown, and that means moving from what is around the child to the more distant. However, the diversity of backgrounds that children come from make it difficult for this to be meaningfully done. The use of the child's experience can only to be bring in what she knows and to help her analyse it.

There are however, some elements of the experience that may be clearly useable in the classroom. These include conversations about what artisans do, what tools and materials they use, the goods that come into village, the goods that go out, where people get firewood from, where they get water from, what people do during different festivals, and so on. These are all descriptions of observations, but critical analysis around these can make things difficult. It is not easy to analyse why some people have a water source in their house and others have to travel a long distance, or even why some people are even disallowed access to nearby water sources.

There is also the issue of how do you initiate the child into thinking about what happened before. The choice of whether we want to talk about kings, dynasties and their battles, or do something else, needs to be settled first. If agree that at the very least we need a historical perspective that values descriptions of society and of lives of people, then we need to begin this engagement with children. Of course, we can begin with the family tree, and what parents and other elders remember about earlier times. This, however, does not consolidate into the recognition of causes and implications. It does not also give a set of questions that can be examined.

The building of historical understanding using concrete experiences therefore becomes difficult. The framework for analysis requires a wider information base that is not immediately accessible for the child. This can partly be resolved through narrated tales – for instance, descriptions of the lives of ordinary people at different historical times, as told by accessible figures.

By now, it would be obvious that the classroom cannot revolve around what the child already knows. There is a need for new data to be added to widen exposure. It is also crucial for the child to appreciate plurality and diversity. She needs to keep all this in mind while developing her conceptual structures. Such an analysis can only come by providing detailed descriptions so that the learner is able to establish a specific relationship with the information given. For this, the context has to be rich and well connected.

*Which means that while the asking of uncomfortable questions is inherent in the nature of social studies, an appropriate judgement of how far to push the envelope can only be taken by the teacher in real time.*

It would be important to also ensure that information is provided in a format that is by itself interesting. For example, it could be in the form of a story or a collection of detailed pictures. The examples that one constructs in these stories should relate to aspects of the child's experiences. There can be many ways of making the child engage with these descriptions, including comparing them with her own experience and getting her think and reflect on it. We need to take her back in time, we need to find anchors around which we can peg descriptions of earlier times and make it interesting for the child.

### **Where does a Teacher Draw a Line when it Comes to Issues of Immediate Conflict for the Child?**

It may be comparatively easy to decide what you want to do with physical geography, even though the extent of abstraction needed and the sizes of terrains for which these are significant are themselves frightening. It is also possible to know what to do with the village market or how we analyse for the idea of currency. But when we relate surplus to social dynamics of inequity, and analyse the accumulation of wealth or the justification of private property or inheritance, we are constructing social study concepts that behave differently for different people. We are both constructors of social ideas and simultaneously are their analysers.

Free classroom discourse thus could become critical and even disparaging of the system. Similarly, if we relate geography to the politics of nations, and to the domination and distribution of resources, then the challenge of the middle path between raising questions of inequity and promoting acceptance becomes thinner.

There are many instances of teachers who are convinced that children need to think about 'the other' and be sensitive to issues of equity and plurality, but feel unable to move the discussion forward. Cultural attitudes being deeply ingrained, it is difficult for the school to intervene in a situation of crisis. Any attempt to open a dialogue must recognise that the emotions are raw at the time the differences between communities are the most intense. Also, the prejudice of caste and the relative positions that have been reached cannot only be a matter of rational discussion. In any case, it is not easy to talk about deprivation and segregation among children present in the classroom.

Which means that while the asking of uncomfortable questions is inherent in the nature of social studies, an appropriate judgement of how far to push the envelope can only be taken by the teacher in real time.

### **Can there be an Integrated Cross-Discipline Approach to the Curriculum, or is a Discipline- Specific Program Pequired?**

Transacting social sciences also requires us to examine integrated versus discipline-based programs. The argument for an integrated program is that the child perceives reality as whole and therefore the treatment should be holistic; not based on disciplines. This at the extreme interpretation tends to suggest that the entire program be evolved as an undifferentiated theme, and not as specific development of discipline based concepts.

The radical proponents of theme-based presentation often miss out on ensuring that the key elements that link the primary school to further development. The elementary school programs have a certain serious disciplinary flavour and that increases as we move to the secondary classes. For example, there seems to be a clear expectation that by the time child reaches the upper primary, she has to be able to read maps, that therefore, there must be a program of helping child develop that ability. But this cannot be left to happen under one overall theme or another.

Similarly to appreciate history, the primary school child has to have a sense of time and of relating it to their activity. The conclusion that you need a historical timeline has to be the basis of any content developed. This requires dealing with a level of discipline-specific abstraction that will not get developed under integrated theme-based approaches.

Having integrated materials might make it more engaging to the child. However, it cannot become an end in itself. It is important to recognize that formal education exists to help the child understand and analyze the whole from multiple perspectives, and that this requires discipline-specific programs.

### **G. FINAL COMMENTS**

The questions that have been posed in this article are not such for which we have all answers; they are part of the struggle of developing social studies programs. There is need to develop a wider understanding of the issues in social studies among the entire education community, and especially among primary school teachers and textbook writers, so that it can appropriately inform what happens in the classroom.

#### **Authors' Note**

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## Learning Social Science - What is Right and Wrong?

- *Vimala Ramachandran*

When I was asked to write about social science teaching and reflect on why our school system is so focused on giving children one right answer, one right approach and one way of looking at the world – I started looking back at my own school days. Yes, teaching has become uni-dimensional, children are expected to learn facts and reproduce them. Many young people find civics and history terribly boring and admit that they forget what they learn as soon as they come out of the examination hall. Why is this so? Can it be different?

This left me wondering how and why some of us grew up asking questions, demanding logical explanations and challenging superstitions and prejudices. While family and peer group play a huge role in determining values and practices, it has long been accepted that the school can indeed play an important role in moulding our world view. In the pre-independence period, schools set up by social reformers made a big difference. Equally, right up to this day, the kind of school we go to moulds us to a large extent. What and how we learn, the kind of teachers we have, the way curriculum is transacted is known to impact not only what we learn, but also how we learn and how we relate to our environment.

I was studying in class 8 in Kendriya Vidyalaya Pattom in Trivandrum, Kerala. The year was 1968. We had just moved from Shimla and being children of a central government officer, we barely stayed two years in a city. A teacher in school, I do not recall his name, was passionate about the civil rights movement in the US. He was a great admirer of Martin Luther King and the assassination of such a great leader in March 1968 had disturbed him greatly. He introduced us to the historical speech – I have a dream – and many of us learnt to recite the speech. One day he talked about Sri Narayana Guru (1855-1928), a revered spiritual leader and social reformer who revolted against casteism and propagated the new value of freedom and social equality. He asked if we would be willing to do a comparative study of the two great reformers.

Some of us volunteered, not knowing much about civil rights or the social reform movement in Kerala.

We started reading about the civil rights movement, assassination of Martin Luther King, struggle for equality and justice in the US. Classmates who could read Malayalam read up about the Kerala social reformer and shared it with the rest of the group. We gathered press clippings, went to the British Council library, the public library and talked to people. We then went to the ashram, heard lectures, walked around and talked to people. We stayed together and ate together – students of different castes, religion and speaking different languages (Kendriya Vidyalaya was an amazing melting pot, there were students from all over the country). Small groups of students worked together to write about the two great leaders. We then put up an exhibition of sorts in our class. It was the most wonderful two-weeks of my student life.

Coming from a traditional Brahmin family, I was not adequately exposed to ideas about caste inequality. The first time I heard about it was during the anti-Hindi agitation in Tamil Nadu (when I was studying in class 5 in Kendriya Vidyalaya, IIT Madras) and I recall elders arguing that Brahmins had no future in the state and we should therefore learn English and Hindi well. There were others who disagreed and talked about historical injustice. The discussions used to be heated and children were often asked to go out and play and not eavesdrop on conversation of adults.

*The biggest change that came over my friends and me was that we started questioning and started reflecting on everyday experiences. We discussed the food shortages of 1968-69, the unrest in society and stark inequality.*

The short two-week project opened my eyes to caste and race, social discrimination and the spectre of inequality and injustice. On completion of the project I started questioning traditional practices, subtle and overt forms of discrimination, consciously befriended children from different communities and backgrounds. I used to make it a point to eat in the homes of my friends. The biggest change that came over my friends and me was that we started questioning and started reflecting on everyday experiences. We discussed the food shortages of 1968-69, the unrest in society and stark inequality. Our world was turned up side down in a short span of a few weeks. It did not seem such a momentous experience at that time, it was only many years later as an adult that I realised how the kind of education I received made such an impact on me. I also realised that our teacher did not tell us what to look for and what not to look for, what to believe and most importantly he did not lecture us on caste or religion. Our teacher just let us explore and reach our own conclusion.

Many decades later I had the privilege of documenting the work of Bhima Sangha, an association of working children in Karnataka. During my trip to Kundapur in Dakshina Kannada, I came across Makkala Panchayat (Children's Panchayat). Children up to the age of 18 elect their own representatives at the Panchayat level and form the Children's Panchayat.

The adults' Panchayat conducts the elections, following the formal procedures – filing nominations with a returning officer, campaigning and elections. The program was designed to provide experiential education in democratic values and practices. After the elections of the children's Panchayat, a Task Force is constituted. This is a representative forum comprising all the local government functionaries, elected representatives and Makkala Panchayat. The forum is key to continuous dialogue and collaboration with the government. Since its inception, a wide range of children's problems have been discussed and solved: for example, building a footbridge across a seasonal stream to reach school, persuading the community not to employ children as domestic labour, stemming the out-migration of children to work in hotels and creating alternative schools in locations that do not have a school within reach etc. Interfacing with the local government has created an opportunity for the program to work with primary schoolteachers to improve the quality of education and also make the school an enjoyable place for children. (Vimala Ramachandran, *Getting Children Back to School*, Sage Publications, New Delhi 2003)

I have seen similar work through Bal Panchayats in other parts of the country. What was significant about Makkala Panchayat was that it was an integral part of education, learning about democratic processes and internalising the values of equality and fair play. Experiencing elections, taking decisions through dialogue, convincing each other and learning to work with and live with different world views was a powerful way to nurture democratic values and respect for others.

Over the years I have also seen similar processes adopted in some Mahila Shikshan Kendra (managed by Mahila Samakhya) – where gender relations, social injustice, empowerment through collective forums etc. – are woven into the curriculum of the intensive learning program. The Nirantar (a center for gender and education based in New Delhi) publication titled *Window to the World* (An analytic documentation of the experience of bringing out a curriculum for rural women, New Delhi, undated) outlines step by step how the MSK curriculum was evolved in Banda, Uttar Pradesh.

*The problem with our curriculum is that it places too much emphasis on topics and too little on the learning process itself. Regardless of what the topic is, if the learning process encourages us to explore our world, talk to each other and to people around us, discover history in our own environment and most importantly, work together in groups to debate, challenge and question – then we all (teachers and students) will emerge richer from such an experience.*

Almost four decades later I had a chance to go over the civics textbook prepared by Delhi SCERT. Friends and colleagues from Nirantar who were involved shared the draft. The textbook was not like conventional textbooks, it encouraged the teacher to work with children through projects, encouraged them to look around and learn about their own neighbourhood and their city. I remember sharing my own experience with some of them.

During this period I had the privilege of visiting Rishi Valley School (Madanapalle, AP) two times a year and saw how project based study of history, civics and almost all the subjects gave the students an opportunity to read, discuss and think. It opened their minds and encouraged them to question. And most importantly, the teaching learning process was entirely devoid of fear and punishment – the children enjoyed learning.

The National Curriculum Framework recommended that experiential teaching and learning draw upon local history and culture. I was immediately reminded of my twoweek project, how the process of searching, reading and discovering lives and ideas of two great people started a process of critical thinking, something that has stayed with me through my years as a student, later as a teacher and now as a researcher and writer.

The problem with our curriculum is that it places too much emphasis on topics and too little on the learning process itself. Regardless of what the topic is, if the learning process encourages us to explore our world, talk to each other and to people around us, discover history in our own environment and most importantly, work together in groups to debate, challenge and question – then we all (teachers and students) will emerge richer from such an experience.

An experiential learning process involves both the mind and the heart. When the heart is convinced, the information is internalised immediately. For the heart to be convinced, the information must not only be authentic in the eyes of the teacher but must be like a mirror that reflects the “truth” as perceived by the students. Engaging children in such a process demands a lot more of the teacher. She is not the fountainhead of all knowledge, the know all – but a facilitator who enables her students to explore, compile and analyse. Once we get the hang of searching and finding information, critically reflecting on them, discussing them and then forming an opinion – we can use this in any situation.

Such learning processes also reaffirm the value of common sense and relate daily experience as citizens to concepts and history. This process can also help students critically reflect on social relationships, dominant prejudices, injustice, inequality, gender relations and a range of social issues like corruption, violence etc. Building bridges between common sense and the world of knowledge (as sanctified in textbooks) yields valuable insights to educators and students.

All this is easier said than done. Is our teaching force prepared for such a drastic overhaul of teaching-learning processes? Exposure to new ideas, a different vision of the learning and teaching need to go hand-in-hand with a conscious effort to unlearn. Civics and social science teaching lends itself to experiential learning. It is possible to initiate it at a very early stage in environmental sciences from class 1 and gradually build on it right up to secondary education. The canvas would no doubt expand, but once teachers and children get a hang of the process, then it is possible to take the process forward.

One of the huge challenges that we face today is that politics and politicians want to determine what right history is and what right civics is. History and civics have unfortunately become a political battleground. The only way we can put an end to this is by introducing experiential learning and teaching, so that we make space for local experiences, local culture, history and most importantly, meaningful education that teaches our children how to learn and not what to learn.

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## Geography Education for the 21st Century

- *Chandra Shekhar Balachandran*

On Friday, 3 December 1971, Pakistani air force incursion into Indian air space triggered a full-scale war between India and Pakistan. On Saturday, 4 December, Mr. Narasanna, social studies teacher for 8th 'B', National High School, Bangalore, walked into the class, 1st period, early morning.

He announced, "Today, we will spend five minutes on world news." We were mildly thrilled... so long as it was not that dreary textbook, we were quite open to anything. He looked around for a wall map. None to be found. Eighty-two gawping kids just watching with no particular interest or emotion.

Then he electrified us. He just cleaned the chalkboard and proceeded to draw the continental outline map of the world! A collective gasp went up and the excitement in the room was palpable. He had achieved the first of many, what I now call, "teacher moments" – when the 'light bulb' goes on. Mine was two watts, at most. But it went on!

He proceeded to give us a detailed description of the history of the war. The events from 1947 and fast-forward to 1971. Everything from the injustices heaped on the East Pakistanis, their reaction, the military repression, China's involvement, Indira Gandhi's trip to several western capitals explaining that India would not go to war (while actually preparing for it). All this dramatized in Kannada that we kids spoke. He was also a brilliant caricaturist. Indira and Richard (Nixon) faced each other on the blackboard with their protruding noses, Tikka Khan screamed at a taciturn Zhou En-Lai about Indian injustice... The five minutes turned into all the social studies classes for the duration of the war (it ended Thursday, 16 December). He had introduced me to geopolitics, political history, and political and historical geography.

In 1993, 22 years later, I received my PhD in geography, dedicating my dissertation to Mr. Narasanna's memory. In 2010, 39 years later, I vividly recall every sensation of that Saturday morning class.

This is the power of the teacher. This incident holds many lessons for us today. I will delineate a few here.

### **The Power of the Teacher**

Mr. Narasanna represented a very noble breed of teacher – deeply passionate about the subject and imbued with its explanatory power. What no government-produced geography textbook could excite, he did: the geographic imagination!

I could imagine the military moves and countermoves. No television, internet, newsreels (they were always late), nothing. Mr. Narasanna's narrative, his maps, caricatures, play-acting, and the newspapers. I first started reading newspapers as of 4 December 1971. Ever since, I have always connected geography and current events and come to understand that geography is fundamental to make sense of our world.

The importance of the shape of peninsular India, location of the Himalaya, resource re-distribution due to partition, variations in climate, cultural geographies, and a myriad other factors about the emergence of Bangladesh came alive to me.

## **The Relevance of Relevance**

The geography of South Asia was introduced to me via an ongoing process in which I was a participant – rations, raising funds for our jawans, putting brown paper on the window panes at home for the nightly brown-out, etc. What he taught in that class had an immediate relevance. I understood the geographic reason for the brownouts in Bangalore. I was part of the posse of scrawny little kids going up and down our street reminding people to turn the lights out until the all-clear was blown!

Coming to now - I recently visited a 7th grade social studies class in a Kannada medium government school recently. The students told me they were studying the physical features of Europe. Impressive!

I drew a circle, the principal latitudes, got them to identify these, and asked for a volunteer to come to the board and show me where Europe is located on that Earth. No one could. They didn't know what Europe was. Same result when I asked for someone to show me where India is.

I asked them what use they saw for such study in their lives. No answer. Of course there is plenty of use, but let us put such usefulness in context. I asked them if they use geography in daily life in any identifiable way. No answer. I asked them how they come to school daily and how they know the route to the school and back. "There you are using geographical knowledge." Much sage nodding of heads.

Next, I asked them how many were from agricultural families. Almost all. We did a quick survey of the crops grown on their family lands. Then I asked them to look at why those particular crops were grown and not something else. Discussion quickly yielded the importance of soil, climate, water, market, dietary preferences, and generations of practice. I told them that their parents are practical geographers and that is where, every day, geography is being used. Right at home.

We need to question the utility of studying about distant lands without engaging with the geography right under our own feet! If it is relevant to the students' lives, they will find any subject fascinating.

## **Subject, Discipline, Integration**

Subjects are taught as if they are water-tight compartments. Most students are not taught how geography can bring together physics, chemistry, biology, geometry, economics, anthropology, sociology, language, and arts to make sense of our world. The power of geography is two-fold: (a) it gives a unique framework to make sense of our world – the geographic or spatial framework, and (b) it opens the mind up to integrating all subjects into this framework so that the interconnectedness of phenomena becomes clear. When we take this approach, we will be teaching geography as a discipline, not just a subject.

This is no mere intellectual exercise. An integrated ('holistic') understanding of our world makes us better equipped at analyzing and solving problems, planning, and working towards social justice. Geography is eminently empowering in this 'horizontal integration' (interlinking different subjects within one standard). I use the topic of the southwest monsoons to help teachers and students understand how geography helps integrate other subjects with it. You can't appreciate the grandeur of the southwest monsoons without applying physics, chemistry, geography, culture, biology, mathematics, fine and performing arts,

language, etc. I have even geography teachers coming up to me after this workshop and saying, “I had never thought of geography this way!” It is elegant, fun, and powerful. A collaborative process of scheduling topics in their own classes and tying them back to the southwest monsoons is all that it takes; often, it is just the use of monsoon examples instead of some other example. This approach helps students understand the power of geography and how it fosters interdisciplinary thinking.

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As students progress from class to class, their geography learning must build into discernible and useable frameworks and skills-sets (‘vertical integration’). The southwest monsoon example can apply here too. The initial treatment may be to observe simple patterns associated with the monsoons – torrential rain, playing in the rain, the fears that people have about playing in the rain, what kind of foods we like to take during the rainy season, etc. With each subsequent year, it can be built to look at the complexity of the monsoon system, how we try to understand it, the factors that determine its behavior, etc. Thus, a geography student going through successive years will build a variety of skills beginning with pattern-matching and moving on to analyses of causal factors and patterns, and to impacts and eventually to application.

### **Re-imagining geography Education in the 21st Century**

There is a dire need to enhance the theory and praxis of geography education in and for the 21st century to empower both teachers and students. We need to begin with the fundamental recognition that social science education is as vital to human development as the ‘natural’ sciences. This is not possible without educating the educators!

### **We Need to Adopt a Three-track Approach, Simultaneously**

#### **1. Curricular Development**

Curriculum, syllabus, exams, and pass percentages are facts of life. However, an empowered teacher can make the geography class fascinating with just a little extra effort to clarify conceptual understanding and application.

One effective method is to use current events and other familiar activities to illustrate geography concepts. For example, teaching latitudes and longitudes is among the toughest things for a middle-school geography teacher. Using two calendar observances – Christmas and New Year – both can be taught effectively. Kids love to play hopscotch. This is a great way to teach them the fundamental idea of spatial organization. (You can also break gender-stereotypes in this activity!)

Use of current events requires some amount of research by the teacher. It also requires students to read newspapers. The otherwise under-utilized newspapers in- education (NIE) programs of several newspapers can be useful in this.

In most cases, the teacher-pupil ratio is inimical to much activities-based learning. Telling a story, recalling a poem, a film song . . . all these can make the topics relevant and fun. Association with fun will enhance clarity of understanding and, if good communication skills are built, will lead to better exam performance also.

## **2. Co-curricular Development**

Co-curricular learning is collaborative and relates to the textbook topics but may not be directly aimed at enhancing exam results. Students understand a topic better, are able to apply it, and therefore better able to answer some questions in an exam (this last is only one of the benefits). The activities do not necessarily translate to marks/credit. Example: understanding the fluctuation of daily temperatures in a place using a newspaper, as part of the chapter on climate/ weather. This may not be directly a question in the exam, but it helps students see how geography is working in the lived environment.

## **3. Extra-curricular Development**

This is the most important mode of geographical learning. It helps build more interest in geography in the learners' minds and helps improve curricular development. This is the ultimate value-added geography education. This is where civil society structures have a precious role to play by empowering both teachers and students. This includes at least the following components:

a. **Field-work** – understanding geography through field work such as landscape analysis walk-about, interviews, surveying, etc.

An easy way of understanding how we construct human geography in the environment easily shows us, for example, how we privilege vehicular traffic over pedestrian traffic (a serious urban problem in India); how we address safety concerns of the very young and the very old people in our geographic space; how we provide/deny geographic access to people with disabilities.

A very fun and instructive exercise would get kids to give directions and follow directions in different modes (spoken, verbal, written, maps, etc.). This hones their mental geographical acumen and its communication very well, because they first become conscious of it and can, over time, become 'naturals' at it.

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Field-work techniques can also teach students many skills in communication. If they have to find out what public trees in their own neighborhoods mean to people, what are the questions the students should ask, how are these to be asked, how will they know that the questions get clear answers they seek, etc.

I once set my students to a small in-school survey. They immediately said, "Some people may not talk to us, Sir." Through a lot of fun questioning and mocking each other, I got them to understand the importance of body language in communication to elicit geographic information from people. "You are kids.

No one will be able to say no to you if you put on a ‘puppy-dog’ face and ask.” Only a few kids needed to use it, but they reported success!

b. **Case-studies** – taking up real-world case-studies, using real data, and understanding the untidiness of life and research to think of solutions to real problems such as social justice, environmental conservation, disaster management, safety, service delivery, commerce, etc. I have used data from NGO work on social issues (e.g.: case study of girl children in sex work in Bangalore) to teach about urban geography issues and found students responding very intelligently and sensitively to social justice issues.

c. **IT-enabled geography Education** – learning to use modern electronic tools of geographic data processing such as GPS, GIS, the Internet, etc. provides vital analytical and problem-solving skills-sets that can help students compete in the market place of ideas and jobs in the 21st century.

Unfortunately, most curriculums do not engage with this seriously. This gap must be filled by civil society structures. At the time of writing this article, The Indian Institute of Geographical Studies is setting up GeoVidyaa Geography Center of Excellence at the campus of a school in Bangalore to start focused modules in this direction in the near future.

Students with basic understanding of computers combined with a strong understanding of basic geography concepts will be able to understand these tools and learn to use them reasonably quickly. All students from 8th standard should be exposed to these technologies and techniques. Google Earth and such platforms are a reasonable beginning but do not provide the intense skills that geographic knowledge production and application require. However, the beginnings must be made.

In summary, geography education is vital for developing the spatial sensibilities of our learners. Geography should be recognized as the bridge between the social and natural sciences. For over 60 years, in India, we have been emphasizing the need for ‘the basics’ in education. Rightly so.

However, we should urgently and assiduously start emphasizing ‘value addition’ if we are to help bring more and more people to participate in the emergence of a braver new world.

Nothing less will do.

- There are two blog entries on these that could be useful. They are being re-located at the time of writing this article. Please contact me for the address to those.

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## Issues in History Education : Perspectives from England and the USA

- Liz Dawes Duraisingh

In this article I offer a selective overview of some of the ongoing and emerging issues concerning history education in England and the USA. I also try to explain why the history teaching practices in these two countries are very different.

### Some Background

In America, where education is decentralized, individual states set their own standards and guidelines for teaching history; however, teachers across the country tend to use the same textbooks which are produced by big publishing companies. Students are typically required to take both American history and World history courses during high school (age 14-18), although studying history is optional during their final year. In elementary and middle schools history is generally subsumed within a broader social studies curriculum.

In England, a National Curriculum has been in place since 1988. Here I refer solely to England because there are curriculum differences for history across England, Wales and Northern Ireland; meanwhile, the Scottish education system is quite different. Until the age of 14, English students follow a program of study that prescribes history content, concepts and skills, as well as expected attainment levels. After age 14, history is no longer mandatory; students who choose to continue with their studies take GCSE and Advanced Level history courses which are managed by various examination boards in accordance with government guidelines.

### Whose History? Controversies over Content

*Political wrangling aside, however, American history education is used unabashedly to promote a sense of national pride and belonging among students; whatever their personal family history, American students will say “We wanted to be free from the British”, for example, when they talk about the American War of Independence.*

The world over, history is one of the most contested subjects on the school curriculum. Because history is so intimately tied to questions of national, ethnic, religious and political identity and power, different groups often compete to see their ‘version’ of the past represented in school history textbooks and curricula. Of course, India itself has not been immune to such struggles in recent years.

In America, the recent controversy surrounding the social studies curriculum review in Texas was a reminder of how history education continues to be a battleground for different political agendas in this country. The stakes were high because Texas has one of the largest education budgets in America; textbook publishers tend to cater to Texan curriculum specifications which are reviewed every ten years. This time, conservative advocates successfully pushed for revisions that downplayed the Founding Fathers’ intent to create a secular government for America; they also secured a more prominent place for their hero Ronald Reagan. In contrast, attempts by other groups to include more positive Hispanic role models were thwarted.

Political wrangling aside, however, American history education is used unabashedly to promote a sense of national pride and belonging among students; whatever their personal family history, American students will say “We wanted to be free from the British”, for example, when they talk about the American War of Independence. The overarching story told by American textbooks is one of American exceptionalism and of ever-expanding rights and freedoms for all her citizens, as evidenced, for instance, by the abolition of slavery and the civil rights movement. Today’s history textbooks do include the perspectives of at least some of the groups who were once sidelined from official accounts of America’s past; nevertheless, the traditional national narrative remains intact.

The type of content arguing that such an approach enables students to develop sophisticated historical understanding as well as a keen interest in history. Their research, alongside that of English researchers (e.g. Peter Lee, Denis Shemilt and Ros Ashby), has also highlighted that students’ thinking about history is often counterintuitive and that students need to be supported and challenged to develop powerful and productive ideas about history. For example, many students initially believe that history is just “there” and doesn’t have to be constructed from historical sources or that events happen because historical actors want them to: teaching history as a discipline is not easy.

### **Looking ahead: Emerging Ideas for History Education**

The media regularly reports that both American and English students know very little about the past, despite years of history education. While such concerns are decades-old and framed simplistically, something is arguably amiss. In England, the worry is that students can’t build up a coherent picture of the past because they are too busy practicing their historical thinking ‘skills’ on random topics. In America, where greater emphasis is placed on learning facts in chronological order, students seem unable—or unmotivated—to retain what they are supposed to have learnt.

Recently there has been growing interest in the concept of “historical consciousness” as a means of re-imagining teaching history as a discipline. Historical consciousness broadly refers to how as humans we situate ourselves in time and relate our lives to the past and future; it is about using the past to understand who we are and the lives we are living and can expect to live. For example, experts like Peter Lee are currently interested in developing ‘usable historical frameworks’ that would help to structure students’ understanding of the past; these frameworks would help students assimilate and organize new knowledge but not in a rigid or dogmatic way as in ‘traditional’ teaching. Such frameworks, which would encompass the history of humanity as a whole, would initially be taught quickly but would be continually revisited, adapted and critiqued as students’ disciplinary knowledge became more sophisticated. Students would also be encouraged to make connections between the present-day and the past.

Many developments in history education have been driven by research. However, many decisions about what to teach and how to teach it boil down to the bigger question of why teach history? Those who believe that the most important reason for teaching history is to make young people feel proud of their nation's past, for instance, will obviously have different ideas about what to teach and how to teach it than those who are more concerned with developing students' disciplinary understanding of history, including how we even know about the past and why there might be different interpretations of the same event. Somewhat different again will be the practices of educators whose primary goal is to help students understand how they fit into a bigger picture of human history and can use the past to orient their own lives. Of course, there are other potential purposes of history education that I haven't touched on here, such as teaching students moral or religious lessons and/ or inspiring them to become politically or socially engaged; again, holding these as priorities will affect practice. Given that the purpose of history education is a matter of opinion, debates about history education are likely to continue for a very long time— and not just in America and England.

### **Some Suggested Resources**

1. Benchmarks of historical thinking website, Center for the Study of Historical Consciousness, Canada: <http://www.histori.ca/benchmarks/>
2. English National Curriculum: <http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/history/index.aspx>
3. History Thinking Matters, resources for history teachers: <http://historicalthinkingmatters.org/>

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## The Dilemma and Challenge of School Economics

- Arvind Sardana

It is still contested whether economics should be taught at the school level. Many people feel that economics as a special subject similar to math, history or geography does not merit a place in the curriculum. The school curriculum ought to retain its focus on the development of basic abilities and skills. They feel that the time diverted to teaching economics could be better utilized in acquiring skills like math and language and to attain a mastery over them. Others feel that economics has much to contribute to understanding the modern world and this should be a part of a citizen's training. Besides, it also contributes to the training in logical reasoning. The critiques however add that the abstraction of the economic models and their slippery ground of assumptions are not appropriate for school level introduction. There's a grain of truth on either side. Therefore, what should be debated is the nature of economics for schools.

### Upper Primary Stage

When Eklavya developed social science textbooks for the Upper Primary Stage (UPS) economics figured as a component of the civics syllabus. This inclusion was based on the understanding that all students should have the opportunity to acquire basic principles necessary for elementary economic and social understanding. There were many themes that could draw upon the economic discipline to illumine aspects of social and economic life. The mandate, however, was not to teach economics as such.

*It is still contested whether economics should be taught at the school level. Many people feel that economics as a special subject similar to math, history or geography does not merit a place in the curriculum.*

This understanding emerged out of trials & discussions with resource people and coming to grips with the approach to social sciences at the upper primary level. The book edited by Dr Poonam Batra, 'Social Science Learning in Schools, Perspective and Challenges' documents many chapters that didn't work and reflects on this experience. The learning from this program was enriched over the years through actual teaching and follow-up in a sample of government schools & regular teacher trainings.

The NCF 2005 debated the purpose of the civics course, which according to the earlier Yashpal Committee report (1992- 93) had been reduced to teaching meaningless rituals and still exhibited the colonial framework of converting people into "loyal citizens". The new conceptualization emerging from these deliberations attempts to break away from this tradition. Civics has been renamed as social and political Life at the UPS (and political science in higher grades). Civics in the new avatar of social and political life has within it many topics from sociology, gender, media and subaltern studies as also economics. The economics component of "Social and Political Life" textbooks, though small, is significant.

In the new NCERT textbook for class 6, students are introduced to a variety of livelihoods in the rural and urban areas. The diversity of contexts are then meaningfully used to draw distinction between farm and non-farm activities, farmers and laborers, self-employed and wage-employed, formal and informal workers and also discuss issues such as dearth of work, differing terms and conditions of work, etc.

The next two years of UPS are devoted to understanding the two major organizing principles of our economy, markets and the government, in a contemporary setting. Beginning with the physical notion of market as a place of exchange (example of ‘haat’, ‘mandi’, local shops, mall), the unit on markets goes on to discuss how markets function both in terms of connecting distant producers and buyers on the one hand and also creating vastly different opportunities for them.

The discussion on government in grade VIII takes cognizance of government failure in some of the important roles that it is supposed to take on such as universal provision of public facilities and regulation of economic activities, while emphasizing that these are roles it is constitutionally bound to honor – in order to achieve a decent quality of life for all.

In tune with the overall emphasis of these texts, a political economy approach was adopted for the economics sections. Admittedly, the analytical categories used are not always simple, but the use of a variety of cases before generalizing and the near complete absence of formal jargon is supposed to make the topics interesting and comprehensible for the students.

The treatment is focused on real examples and real life situations, starting from the familiar ones to more complex situations. These are then juxtaposed against questions on social ethics such as “would you consider this a fair price?”, “who are the people benefiting?”, “did people get justice in this case?” Seen from another angle, rather than discuss the ideas of democracy, equality, secularism and social justice as mere constitutional ideals (the usual trend for civics syllabus in India), their meanings are explored through the life experiences of ordinary people in an everyday setting.

### **What Should be the Approach at the Secondary Level?**

In the United States, the National Council on economics Education provides a set of concepts for teaching economics in schools below the college level. This lists the important economic concepts for early development of critical thinking and decision-making skills such as opportunity cost, marginal analysis, interdependence, exchange, productivity, money, markets and prices. Macroeconomic topics are introduced later. This framework places economic freedom and economic efficiency as the two most important social goals for an economy.

In contrast, from its inception in 1977, the economics textbook at the secondary level brought out by the NCERT has taken an original approach, quite different from the utilitarian framework laid above. Taking a broad view of development that would mean not only growth but also social justice, institutional and structural features of the economy were laid out with care and related to the constraints on development. The issue of employment (or the lack of it) received adequate emphasis and public policy intervention had an important place in the discussions, besides the role played by the market. ‘Our Economy: an introduction’ did set the tone for high school economics in India and all the subsequent attempts at textbook writing have followed the overall framework proposed in this book

With all its merits, however, this book would not qualify as a beginner's text judged even by the most conservative pedagogical standards. Learning for all age groups requires plenty of experience and thinking through concrete situations in order to come to grips with the facts and events of life upon which concepts and theories are based. The need for a concrete sense of economic life is even greater for younger age groups. 'Our Economy' had far too many concepts introduced all at once with few examples and applications. The language was terse and technical. The implication was that teachers teaching the book, most of them were not economics teachers, would teach by bracketing the text and students would memorize for examinations. If the author's emphasis was on conceptual understanding, it achieved exactly the opposite result.

*Instead the aim now is to introduce students to the ways of thinking adopted in economics.*

The pedagogical shifts as required by the NCF (2005) – the leading document for the new set of NCERT textbooks – were therefore long awaited and most welcome. This had been explored by many groups, including Eklavya. It required that the nature of textbooks change fundamentally towards conceptual development and critical thinking in students and away from rote learning. The process of textbook writing was also made more democratic by having teams rather than an individual to draw up the curriculum, write and review the textbooks.

If we see the high school economics course with the themes covered at the UPS stage we would find that the conceptual areas are broadened and some of the formal economics usages are introduced so that the learner can relate this knowledge to what they hear in the media/adult conversations. But abstractions are still few, there is no formal theory and all themes retain practical relevance. It is geared towards general education. We must keep in mind that economics is a part of the social science course and shares this space along with history, geography & political science.

One reason why the earlier NCERT textbook was not appropriate for learners at that stage lies in the book trying to provide students with a core knowledge of economics (though this objective remains largely unstated). In a significant departure, the new NCERT curriculum for high school economics has dropped this agenda. Instead the aim now is to introduce students to the ways of thinking adopted in economics.

*Often textbooks to the detriment of the learner have failed to emphasize the logical structure inside the conceptual framework but have focused more on introducing new categories and new information. This has been particularly the bane of Indian economics course (at various levels), and one needs to escape this trap.*

In what educationists call the thematic approach, the curriculum is organized around themes that connect conceptual categories to authentic learning contexts. The advantages of thematic approach are twofold. First, the learner starts from a real context/situation, which may reflect many of his own experiences and therefore provides a convenient (and far more interesting) entry point into a topic. Second, the conceptual areas can be determined by what aspects of economic reality one is considering, rather than the conceptual areas leading the horse, as has been the case most often. This approach has led to smaller conceptual load and greater use of real contexts and situations in the new economics textbooks.

Students (and teachers) have some initial hesitation and difficulty in engaging with the generalized picture, they do ultimately work through the numbers and graphs and the economic logic. A balance between specific illustrations and the generalized picture therefore is what is necessary and would enable the students to relate everyday economic activity to the workings of the economy. How to achieve this is the big challenge. Without the macro view, an understanding of the Indian economy would be incomplete, but one needs to keep in mind that a macro perspective does not come easily. For instance, many students and teachers have personal experiences of labor shortages. They have difficulty coming to terms with the characterization of the Indian economy as labor surplus and unemployment as “the” major problem facing the economy. To take another example, while students easily understand the function of banks as financial intermediaries, they fail to appreciate that demand deposits are a form of money. There are many such examples where the macro perspective might be at variance with intuitive knowledge. This is the other challenge for curriculum designers.

For long, educationists have held that it is important to give students an understanding of the fundamental structure of whatever we teach. What is the logic behind it and how does this apply in different situations? To cite an example from economics, an understanding of terms such as credit and how it varies across classes of borrowers depending on their socio-economic status will mean learning a structure. It can be extended in many other situations such as analyzing the problem of farmer’s suicide, and rural indebtedness to a study of interlinked markets and agrarian relations in later training.

Often textbooks to the detriment of the learner have failed to emphasize the logical structure inside the conceptual framework but have focused more on introducing new categories and new information. This has been particularly the bane of Indian economics course (at various levels), and one needs to escape this trap. Their challenge is to creatively combine analytical description, framework and conceptualization with empirical evidence and thereby provide a general method of approaching the Indian economic problems.

The major thrust of social science curriculum has remained utilitarian in nature. It puts more emphasis on developmental issues that are important but not sufficient to understand the normative dimension – issues of equality, justice and dignity. This has been a major source of criticism. Concerns have been voiced on the nature of economics discourse both from outside and within the discipline for quite some time now. How does one bring in issues of social ethics? This also requires an inter-disciplinary approach so that the overall social science course in history, political science, geography and economics hold together. More can be done at this end.

### **Linking Textbooks, Teacher Training and Examination**

Given that the classroom teaching learning processes are dependent upon among other things the level of training imparted to teachers and the assessment pattern followed; unfortunately we have created a culture where genuine involvement of teachers is missing. At an academic level, teachers have little opportunity to understand the approach to social sciences informed by the current contributions of research. Therefore, an engagement with the perspective that has informed the current changes cannot be imagined. Coupled with this, since the assessment pattern continues to depend largely on recall and assigned marks for chapters, conceptual understanding has virtually taken a back seat.

### **Controversy at the Higher Secondary Stage**

At the middle and secondary stages economics is taught as part of the social science course. At the higher secondary stage there's an opportunity to specialize and therefore students need to be introduced to a more formal course. But how should this be thought about?

In a recent controversy economics teachers teaching grade XII have objected to the new mathematical versions of micro and macro and have forced the CBSE to allow books other than those published by the NCERT to be officially taught in schools (within the prescribed syllabus). This amounts to de facto scrapping of the new textbooks. A committee looking into the matter has desired to reinstate these books. The academics reacted saying that teachers do not wish to be rigorous in their approach. Some college teachers commented that we are installing a fear for economics similar to that of math.

Having said that, higher secondary course cannot be a watered down version of the undergraduate course as it currently is, with four different papers (statistics, Indian economy, micro and macro) with little or few linkages between these subjects. There is an urgent need to think afresh. What is the motivation for studying economics? This might be a question relevant to ask - more so for the beginner or a young student. We must use the controversy as an opportunity to creatively engage with this issue. Indeed a lot more needs to be done to reassure young students that economics is worth studying early on.

#### **Author's Note**

This article is adapted & modified version of the article "Teaching economics in Schools", Sukanya Bose & Arvind Sardana, EPW, Aug 9, 2008.

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