

## SOCIAL SCIENCE

### Curriculum Goals At The Middle Level:

- recognize the importance of the textbook's issues and relate them to their daily life.
- learn the need for the conservation of resources and the concept of sustainable development.
- gain knowledge about the different sources of information of the modern period and reflect on them.
- have an idea of the various historical developments that took place in the Modern period of Indian history.
- appreciate the contribution of various social reformers and, the struggle for freedom by nationalist leaders and the people of India as a whole.
- appreciate the ideals of democracy and the importance of the rules and laws included in the Constitution of India.
- explain the process of functioning of different institutions of the government and their interdependence on each other.
- realize the need for social justice and equality for marginalized and minority groups.
- develop map skills to identify and locate the various regions/states in India and different countries in the World.
- imbibe social and constitutional values like a democratic way of life, secularism, social justice, humanitarianism, the dignity of labour, and a scientific attitude.

**Examination will be held at the end of the year. It will be for the entire syllabus.**

	Marks	Duration
1. Written Exam	80 marks	3 Hours
2. Internal Assessment	20 Marks	

## **Unit-wise details of chapters along with learning outcomes:**

### **GEOGRAPHY**

#### **Unit-I–Resources and Development**

##### **Ch-1 Resources: Utilization and Development**

**Content:** (6 Periods) (6 Marks)

- Utilization of Resources
- Classification of Resources: based on renewability, origin, occurrence, and development of resources.
- Sustainable development and conservation

##### **Expected Learning Outcomes:**

- Explain the meaning of resources, classification, and uses of resources.
- Realize the need and methods of conservation of resources and the meaning of sustainable development.
- Enumerate how resources are interdependent, justify how planning is essential, and judicious utilization of resources.

##### **Ch-2 Natural Resources: Land, Soil and Water(9 Periods)**

**Content:** (7 Marks)

- Land Resources – land use
- Soil Resources
  - factors affecting soil formation
  - soil conservation
- Water Resources
- Pollution of water and its conservation

##### **Expected Learning Outcomes:**

1. Analyses the significance of natural resources like land, soil, and water.
2. Compare and contrast the land use patterns of selected countries.
3. Recognize the factors influencing soil formation, the causes of soil erosion, and the need and ways for the conservation of soil.
4. Summarise the roles of multi-purpose projects in supporting the water requirements all over the world.

### **Ch-3 Natural Resources: Vegetation and Wildlife (6 Periods)** **(Internal assessment using multiple strategies- Tool 2)**

**NOTE:** This chapter is not to be included in the annual written examination but is to be taught and discussed in class and various projects-based activities on the topic to be carried out by the students with the help of the teacher.\*

#### **Content:**

- ❖ Natural Vegetation
  - Classification of forest
    - (a) Tropical hardwood forest
    - (b) Mediterranean forest
    - (c) Temperate softwood forest
  - Advantages of forest
- ❖ Wildlife
  - (a) National parks
  - (b) Wildlife Sanctuary

#### **Expected Learning Outcomes:**

1. Compare and contrast the different types of forests, national parks, and sanctuaries.
2. Enumerates how the conservation of forests and wildlife are interdependent and maintain the ecology of the world.
3. Summarises the reasons for the conservation of biodiversity in the world, under sustainable development.

### **Ch-4 Mineral and Energy Resources (5 Periods)**

**(Project only)**

#### **(To be assessed under subject enrichment activity- Tool 3)**

**Note:** This chapter is meant only for project work and is not to be evaluated in the annual written examination but to be taught and discussed in the class and various project-based activities on the topic to be carried out by the students with the help of a teacher.\*

#### **Content:**

- ❖ Mineral Resources
  - Types of Minerals – metallic, non-metallic, and mineral fuels

- Distribution of Mineral Resources
  - Distribution of Minerals in India
  - Conservation of Minerals (India and the World)
- ❖ Types of Energy Resources:
- Conventional sources of energy
  - Non-conventional sources of energy
  - Conservation of energy resources

### **Expected Learning Outcomes:**

1. Analyses and infers how different types of minerals are formed, where they are found, their uses, importance for human life and the economy.
2. Infers the resource distribution to real-world situations and proposes strategies for sustainable uses of natural resources.
3. Differentiates between conventional and non-conventional resources.

## **Ch-5 Agriculture (12 Periods) (7 Marks)**

### **Content:**

- Importance of agriculture
- Factors affecting agriculture
- Types of agriculture: subsistence and commercial with their sub-types.
- Major crops: geographical requirements and the main countries of production.  
(a) Cereals (b) Fibre crops (c) Beverage crops
- Agricultural development
- Comparative study of agricultural farms in the USA and India.

### **Expected Learning Outcomes:**

1. Enumerate how agriculture plays a contributory role in the Indian economy
2. Identifies and summarises various aspects of agriculture, including crop production, types of farming, modern agricultural practices, and their impact on the environment.
3. Compares the development of agriculture in developed and developing countries (USA and India).

## Ch-6 Manufacturing Industries

(13 Periods)

**Note:** This chapter is meant only to be assessed in periodic tests and will not be evaluated in the Annual Examination.

### Content:

- Importance of Manufacturing industries
- Classification of industries
  - (a) On the basis of size
  - (b) Nature of finished products
  - (c) Sources of Raw Material
  - (d) Ownership
- Factors influencing the location of an industry
  - (a) Geographical
  - (b) Non-Geographical
- Some major industries of the world
  - (a) Iron and Steel Industry
  - (b) Cotton Textile Industry
  - (c) Information Technology

### Expected Learning Outcomes:

1. Differentiate between various types of manufacturing industries based on their input material, processes, and end-product, and analyze their significance to the Indian economy.
2. Infers the relation between the availability of raw materials and the location of industry.

## Ch-7 Human Resources

(9 Periods)

(7 Marks)

### Contents

- Concept of human resources
- Distribution of population
- India: Land – Man Ratio
  - (a) Density of population: states with low, moderate, and high density.
- Factors affecting the distribution of the population
  - (a) Physical Factors
  - (b) Economic Factors
- Growth of population
- Composition of human resources
  - (a) Age Structure
  - (b) Sex Ratio
  - (c) Literacy Rate.

### **Expected Learning Outcomes:**

1. Summarise the concept of human resources and analyse the factors affecting the distribution and density of the population.
2. Evaluate the various attributes of the composition of the population i.e. age structure, sex ratio and literacy rate.

### **MAP WORK GEOGRAPHY (3 MARKS)**

Test Items for Identification and Location

Note: On the outlined Political map of the world

#### **Ch-2 Natural Resources: Land, Soil and Water**

- (a) Areas of High Rainfall-Equatorial regions of South America, Africa, and South East Asia.
- (b) Areas of Low Rainfall-Tropical deserts-Sahara, Arabian Plateau, Central and Western Australia, Kalahari, Central and Northern Eurasia, Central Asia, Polar Regions, etc.

#### **Ch-5 Agriculture**

- (a) Major Rice producing areas: China, India, Japan, Bangladesh.
- (b) Major Wheat producing areas: USA, Canada, India, Germany.
- (c) Major Tea producing areas: China, India, Argentina, Sri Lanka.
- (d) Major Coffee producing areas: Brazil, Vietnam, Mexico, Ethiopia.

### **HISTORY**

#### **Ch-8 The Modern Period (5 Periods) (3 Marks)**

##### **Contents:**

- Sources of information – British Documents, Books, Letters, Writings, Speeches, Newspapers, Administrative Reports, Internet, Database Old buildings, Artifacts, and people.

##### **Expected Learning Outcomes:**

- Explain the changes in the Modern period of Indian history through the given sources of information.
- Enumerate and evaluate the various sources of information of modern history.
- Summarise the role of print revolution and its impact of India's political, social and economic conditions.

## **Ch-9 Establishment of Company Rule in India (06 Periods)**

### **(Project only)**

### **(To be assessed under subject enrichment activity- Tool 3)**

**Note:** This chapter is meant only for project work and is not to be evaluated in the annual written examination but to be taught and discussed in the class and various project-based activities on the topic to be carried out by the students with the help of a teacher.

### **Content:**

- Trading companies
- The East India Company
- The Carnatic Wars
  - (a) First Carnatic War
  - (b) Second Carnatic War
  - (c) Third Carnatic War
- Conquest of Bengal
- Battle of Plassey
- Battle of Buxar
- Dual Government in Bengal
- Anglo-Mysore Wars
  - (a) The First Anglo-Mysore War
  - (b) The Second Anglo-Mysore War
  - (c) The Third Anglo-Mysore War
  - (d) The Fourth Anglo-Mysore War
- Anglo-Maratha War
  - (a) First Anglo-Maratha War
  - (b) Second Anglo-Maratha War
  - (c) Third Anglo-Maratha War
- Anglo-Sikh Wars
  - (a) First Anglo-Sikh War
  - (b) Second Anglo-Sikh War

### **Expected Learning Outcomes:**

- Infer how the East India Company consolidated its position in India through wars and diplomatic policies.

## **Ch-10 Colonialism: Rural and Tribal Societies (9 Periods)**

### **Content:**

**(7 Marks)**

- Colonial agrarian policy and its impact
  - (a) Zamindari System
  - (b) Ryotwari System
  - (c) Mahalwari System
- Growth of Commercial Crops
- Condition of the Farmers
- Revolts by Farmers
- Colonialism and Tribal Societies
- Impact on the Tribal Life
- Tribal Revolts
- Effects of Colonialism on Crafts and Industries
- Modern Industries in India.

### **Expected Learning Outcomes**

- Enumerate the destructive impact of colonialism on the livelihood of colonised people
- Analyze reasons behind the exploitation of tribals and their revolts.
- Recognize the impact of colonialism on Indian crafts and industry and development of modern industries in India.

## **Ch-11 The First War of Independence–1857 (9 Periods)**

### **Content:**

**(5 Marks)**

- Uprising of 1857
- Causes of the Revolt:
  - (a) Political Causes
  - (b) Economic Causes
  - (c) Social and Religious Causes
  - (d) Military Causes
  - (e) Immediate Causes
- Course of the revolt
- Suppression of the revolt
- Causes of the failure
- Results of the revolt of 1857.



### **Expected Learning Outcomes:**

- Analyses the causes of revolt of 1857 and its nature.
- Assess the reasons for the failure of the 1857 revolt.
- Appreciate the outcome of the Revolt known as ‘First War of Independence’.

### **Ch-12 Impact of British Rule on India**

**(9 Periods)**

#### **Content:**

**(5 Marks)**

- Education under the British Rule.
- Impact of British System of Education
  - (a) Positive
  - (b) Negative
- Social Impact
- Socio-Religious Reforms
  - (a) Shri Narayan Guru
  - (b) Jyotiba Phule
  - (c) Veeresalingam Kundukuri
  - (d) Periyar E.V. Ramaswamy
  - (e) Swami Dayanand Saraswati
  - (f) Dr. Bhimrao Ambedkar
  - (g) Mahatma Gandhi
- Impact of the reform movements

### **Expected Learning Outcomes:**

- Critically evaluate the education policy of the Britishers and its impact on India.
- Appreciate and justify the role of different social reformers in Indian society.
- Assess the impact of social reforms in Indian Society.

### **Ch-13 Colonialism and Urban Change**

**(7 Periods)**

**Note: (Internal assessment using multiple strategies- Tool 2)**

**NOTE:** This chapter is not to be evaluated in the annual written examination but to be taught and discussed in class and various project-based activities on the topic are to be carried out by the students with the help of a teacher.

#### **Content:**

- De-urbanisation
- Urbanisation of Calcutta and Delhi

- Police in Delhi
- Railways under the British
- British impact on Indian painting, literature and architecture.

**Expected Learning Outcomes:**

- Differentiate between Urbanisation and De-urbanisation and the importance of presidency cities during the British rule
- Recognise the reasons for introduction of railways by the British in India.
- Assess the impact of the British policies on Indian painting, literature and architecture.

**Ch-14 The Nationalist Movement (1870-1947) (13 Periods)**

**Content:**

**(7 Marks)**

- Formation of Indian National Congress
- Partition of Bengal
- Formation of Muslim League
- Morley-Minto Reforms
- Home Rule League
- Lucknow Pact 1916
- Arrival of Mahatma Gandhi on the Indian Political Scene
- Montague Chelmsford Reforms/Government of India Act 1919
- Rowlatt Act
- Jallianwala Bagh Massacre
- The Non-Cooperation Movement
- Chauri Chaura
- Peasants and Workers Movements
- Simon Commission
- Lahore Session
- Civil Disobedience Movement
- Revolutionary Movement for India's Independence
- Government of India Act, 1935
- Quit India Movement, 1942
- Subhash Chandra Bose
- Towards Independence

**Expected Learning Outcomes:**

- Assess the circumstances that led to the formation of Indian National Congress.

- Recognise the role of moderates and radicals in the Indian freedom struggle.
- Illustrate various phases of Nationalist movement that led to national character to the country's freedom struggle.
- Evaluate the effectiveness of strategies applied by Mahatma Gandhi and various other leaders in the freedom struggle.

### **Ch-15 India Marches Towards Independence (8 Periods)**

**Note:** This chapter is meant only to be assessed in periodic tests and will not be evaluated in the Annual Examination.

#### **Content:**

- Main features of the Indian Independence Act, 1947
- Indian Constitution
- India On the Path of Progress
- Indian Democracy
- India's Foreign Relations
- Indian Society
- Challenges to Indian Democracy
- What is India Vision 2020

#### **Expected Learning Outcomes:**

- summarise the main features of the Indian Independence Act 1947.
- realise the significance of Indian Constitution and working of Indian democracy.
- appreciate the path of India's economic growth and main features of India's foreign policy.

#### **MAP WORK**

#### **HISTORY (2 MARKS)**

(For locating and labelling of the following items)

Note: On outline Political Map of India

#### **Chapter 10- Colonialism: Rural and Tribal Societies**

Tribals of India: Van Gujjars(J&K), Gaddis (HP), Mundas (Jharkhand), Khasis (Assam), Kukis(Manipur), Khonds(Odisha)

#### **Chapter 14: The Nationalist Movement (1870 – 1947)**

Congress Sessions:

- Bombay (1885)
- Surat (1907)
- Lucknow (1916)
- Lahore (1929)

Places related to nationalist Movement:

- Amritsar – Jallianwala Bagh Massacre
- Dandi – Dandi March
- Champaran – First movement for peasants by Gandhiji
- Chauri Chaura-Incident due to which Non-Cooperation Movement was called off

## **POLITICAL SCIENCE**

### **Chapter-16 Our Constitution (10 Periods) (6 Marks)**

#### **Content:**

- Rules and Laws
- The Constitution and its need
- Values and Vision of the Indian Constitution
- Preamble: The soul of Indian Constitution
- Basic Features of Our Constitution
  - (a) Uniqueness
  - (b) The Lengthiest Constitution
  - (c) Written Constitution
  - (d) Rigid and Flexible
  - (e) Procedures of Amendment
    - (i) By Simple Majority
    - (ii) By Special Majority
    - (iii) Special Majority and Ratification
  - (f) India is a Sovereign, Socialist, Secular and Democratic Republic
  - (g) Parliamentary form of government
  - (h) Federal and Unitary
  - (i) Universal Adult Franchise
  - (j) Single Citizenship
  - (k) Single Integrated Judicial System

#### **Expected Learning Outcomes:**

- Enumerate the need and purpose of the constitution
- Assess the importance of the rule of law.
- Summarise the important features, ideals, and values enshrined in the Indian Constitution.

**Ch-17 Fundamental Rights, Fundamental Duties and Directive Principles of State Policy. (9 Periods)**

**Content: (5 Marks)**

- Fundamental Rights
  - (a) Right to Equality
  - (b) Right to Freedom
  - (c) Right against Exploitation
  - (d) Right to Freedom of Religion
  - (e) Cultural and Educational Rights
  - (f) Right to Constitutional Remedies
- Restrictions on Fundamental rights
- Fundamental Duties
- Directive Principles of State Policy
- Secularism
- Indian Secularism

**Expected Learning Outcomes:**

- Describe the Fundamental Rights and Fundamental duties as enshrined in the Constitution of India.
- Explain the significance of Directive Principles of state policy.
- Realize the importance and uniqueness of Indian secularism.

**Ch-18 The Union Government: The legislature (9 Periods)**

**Content: (4 Marks)**

- Structure of Indian Government
- The Union Legislature: Parliament
- Lok Sabha-The House of the People
  - (a) Qualifications
  - (b) Tenure
  - (c) Powers and functions of the speaker
- Rajya Sabha: The Council of States
  - (a) Qualification
  - (b) Election and Tenure
  - (c) Presiding officer

- Powers and functions of Union Parliament
  - (a) Legislative powers
  - (b) Control over the Executive
  - (c) Financial power
  - (d) Power to amend the Constitution
  - (e) Judicial powers
  - (f) Electoral function

**Expected Learning Outcome:**

- Analyse and infer how federalism is practiced in India.
- Appreciate the significance of the division of powers, subjects between different levels of government, the composition, functions of Union Parliament (Lok Sabha & Rajya Sabha), the role of the Speaker in Lok Sabha and Chairman in Rajya Sabha.

**Ch-19 The Union Government: The Executive (9 Periods)**

**Content:**

**(5 Marks)**

- Parliamentary form of Government
- Nominal Executive and Real Executive
- The President
  - (a) Qualifications for the Office
  - (b) Tenure
  - (c) Election of the President
  - (d) Impeachment
  - (e) Succession to Presidency
  - (f) Emoluments and Immunities
- Powers and Functions of the President
  - (a) Executive Powers
  - (b) Legislative Powers
  - (c) Financial Powers
  - (d) Judicial Powers
  - (e) Emergency Powers
- The Vice President of India
- The Union Council of Ministers
  - (a) Functions of the Union Council of Ministers
  - (b) Functions of the Prime Minister.

### **Expected Learning Outcomes:**

- Compare and contrast real and nominal Executives in the Parliamentary form of government.
- Comprehend the process of election of the President of India and its impeachment.
- Summarises the powers and functions of the President and Vice President.
- Identifies the composition, powers, and functions of the Council of Ministers and Prime Minister of India.
- Critically examines the significance of coalition government in present-day politics.

### **Ch-20 The Union Government: The Judiciary (9 Periods)**

#### **Content:**

**(6 Marks)**

- Independence of Judiciary
- Types of Cases
- Single Unified and Integrated Judicial System
- **Supreme Court of India**
  - (a) Organization/Composition
  - (b) Qualification of Judges
  - (c) Tenure and Removal from Office
  - (d) Salary and allowances
- Powers and Functions of the Supreme Court
  - (a) Original Jurisdiction
  - (b) Appellate jurisdiction
  - (c) Advisory Jurisdiction
  - (d) Supervisory Jurisdiction
  - (e) Court of Record
  - (f) Protector of the Fundamental Rights
  - (g) Guardian of Our Constitution
  - (h) Judicial Review
- **High Court**
  - (a) Organization/Composition
  - (b) Qualifications

- (c) Emoluments
- (d) Tenure and Removal
- Powers and Functions of the High Court
- **Subordinate Courts**
  - Civil Courts
  - Criminal Courts
  - Revenue Courts
- **Lok Adalats**
- **Public Interest Litigation**

#### **Expected Learning Outcomes:**

- Appreciates the importance of an independent judicial system in India.
- examines jurisdiction and function of the Supreme Court, High Courts, and Subordinate Courts.
- Propose a solution to simplify the legal procedures in India

### **Ch-21 Social Justice & the Marginalised (4 Periods)** **(Internal assessment using multiple strategies- Tool 2)**

**NOTE:** This chapter is not to be evaluated in the annual written examination but to be taught and discussed in class and various project-based activities on the topic are to be carried out by the students with the help of a teacher.

#### **Content:**

- Meaning of marginalised groups
- Scheduled castes and Scheduled tribes
- Reservation
- Other backward classes
- Minority groups

#### **Expected Learning Outcomes:**

- Analyse the concept of marginalized groups and their problems, Constitutional provisions for safeguarding their interest.
- Appreciate the steps taken by the government for the welfare of the minorities and the marginalized groups.



## Ch-22 Safeguarding the Marginalised

(5 Periods)  
(Project only)

### (To be assessed under subject enrichment activity- Tool 3)

**Note:** This chapter is meant only for project work and is not to be evaluated in the annual written examination but to be taught and discussed in the class and various project-based activities on the topic to be carried out by the students with the help of a teacher.

#### **Content:**

- Meaning of Marginalisation
- Constitutional Provisions
  - (I) Fundamental Rights
    - (a) Right to Equality
  - Protective discrimination
  - Untouchability
    - (b) Right against exploitation
    - (c) Special provisions for Minorities
- (II) The Directive Principles of State Policy
- Protecting the rights of marginalized
  - Reservation
  - Prevention of Atrocities Act 1989
- Measures taken by the government for the rehabilitation of Manual Scavengers.
- Programmes launched by the government for the upliftment of the weaker sections.
- People's aspirations and our National Goals.

#### **Expected Learning Outcomes:**

- Analyse the concept of social justice, problems faced by marginalized groups, and steps taken for their welfare.
- Assess the importance of the policy of reservation.

#### 4. DETAILED SYLLABUS, MARKS, AND TIME DISTRIBUTION

The details of the syllabus, content, number of periods, and marks allotted to each unit for each of the three components—Geography, History, and Political Science of the syllabus are given below:

S. No.	Chapter/ Content	No. of Period	Marks Allotted
<b>Geography – Unit 1 : Resources and Development</b>			
1	Resources : Utilization and Development	6	6
2	Natural Resources : Land, Soil and Water	9	7
3	Natural Resources : Vegetation & Wildlife	6	Internal assessment using multiple strategies (Tool 2)
4	Mineral and Energy Resources	5	To be done as Project work only (Tool 3)
5	Agriculture	12	7
6	Manufacturing Industries	13	To be Assessed in Periodic Tests only and will not to be evaluated in the Annual examination
7	Human Resources	9	7
	Total	60	(27) Marks
<b>History – Unit-II : Our Pasts-III</b>			
8	The Modern Period	5	3

9	Establishment of Company rule in India	6	To be done as Project Work only (Tool 3)
10	Colonialism : Rural and Tribal Societies	9	7
11	The First War of Independence-1857	9	5
12	Impact of British Rule on India	9	5
13	Colonialism and Urban Change	7	Internal assessment using multiple strategies (Tool 2)
14	The Nationalist Movement (1870-1947)	13	7
15	India Marches Ahead	8	To be assessed in Periodic Tests only and will not be evaluated in the Annual Examination
	Total	66	27

### **Political Science – Unit-III : Rule of Law and Social Justice**

16	Our Constitution	10	6
17	Fundamental Rights, Fundamental Duties and Directive Principles of State Policy	9	5
18	The Union Government : The Legislature	9	4
19	The Union Government: The Executive	9	5
20	The Union Government: The Judiciary	9	6

21	Social Justice and the Marginalised	4	Internal assessment using multiple strategies (Tool 2)
22	Safeguarding the Marginalised	5	To be done as Project Work only (Tool 3)
	Total	55	26

### Weightage as per the typology of the questions :

S.No.	Typology	No. of Qs.	Marks	Total
1.	<b>Objective Type Questions</b> (Inclusive of Assertion, Reason, Differentiation, and STEM)	20	1	20
2.	<b>Narrative Questions Very Short Answers</b> (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis and Create)	4	2	8
3.	<b>Narrative Questions Short Answers</b> (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis and Create)	5	3	15
4.	<b>Source Based Questions</b> (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis and Create)	3	4	12
5.	<b>Narrative Questions Long Answers</b> (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis and Create)	4	5	20
6.	<b>Map Pointing</b>	1	3(Geo) + 2(His)	5
	Total	37		80

## 6. DETAILS OF INTERNAL ASSESSMENT:

S. No.	Tools of Internal Assessment	Total Weightage Out of 20 marks
1.	<b>Periodic Tests–Pen and Paper Tests</b> (Three periodic tests will be conducted at school level as per their own schedule and the average of the best two scores will be reduced to 5 marks for internal assessment)	5
2.	<b>Assessment using multiple strategies (Tool 2)</b> <b>for example,</b> Quiz, Debates, Role play, Group discussion , Visual Expression, Interactive Bulletin Boards, Gallery walk, Exit cards, Concept Maps, Peer Assessment, Self-Assessment etc.	5
3.	<b>Subject Enrichment Activities (Tool 3)</b> (Project Work)	
4.	<b>Portfolio</b> <ul style="list-style-type: none"><li>• Class work</li><li>• Work done (Activities/Assignments)</li><li>• Reflections, Narrations, Journals etc.</li><li>• Achievements of the student in the subject throughout the year.</li><li>• Participation of the student in different activities like quiz on Heritage India etc.</li></ul> <b>Assessing the Portfolio (Guidelines for teachers)</b> <ul style="list-style-type: none"><li>• Organisation-Neatness and visual appeal</li><li>• Completion of guided work focused on specific curriculum objectives</li><li>• Evidence of student growth</li></ul> Inclusion of relevant work	5

## 7. CHAPTERS ONLY FOR INTERNAL ASSESSMENT:

S.no	UNIT	Chapter	Type of Internal Assessment
1.	Unit 1- Resources And Development	Ch. 3 : Natural Resources : Vegetation and Wildlife	Tool 2
2.	Unit 1 : Resources and Development	Ch. 4 : Mineral and Energy Resources	Tool 3
3.	Unit 1 : Resources and Development	Ch. 6 : Manufacturing Industries	Periodic Test only
4.	Unit 2 : Our Past-III	Ch. 9 : Establishment of Company Rule in India	Tool 3
5.	Unit 2 : Our Past-III	Ch. 13 : Colonialism and Urban Change	Tool 2
6.	Unit 2 : Our Past-III	Ch. 15 : India Marches Ahead	Periodic Test only
7.	Unit 3 : Rule of Law and Social Justice	Ch. 21 : Social Justice and the Marginalised	Tool 2
8.	Unit 3 : Rule of Law	Ch. 22 : Safeguarding the Marginalised	Tool 3

## **SUBJECT SPECIFIC GUIDELINES:**

(A) The distribution of marks over different aspects relating to Project work is as follows:

1. Content accuracy, originality, and analysis (2 marks)
2. Presentation and creativity (2 marks)
3. Viva Voce (1 mark)

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

- (B) Projects and subject enrichment may also be related to multilingualism.
- (C) Projects may be related to Art/ICT/Sports Integration.
- (D) Teaching learning process should focus on real-life examples and experiences of the learners.

## **ACTIVITIES/PROJECTS/EXPERIMENTS:**

**Note:** The List given here under is only suggestive. The teachers/students can do other projects/activities in addition to those suggested here.

## **SUGGESTED PROJECTS IN GEOGRAPHY**

### **Chapter 4- MINERAL AND ENERGY RESOURCES**

1. Explore the various items made up of minerals and their alloys in your home and surroundings.
  - (a) Items used in construction, handicrafts, bridges, and utility products.
  - (b) Things made of minerals used for domestic purposes.
  - (c) Click the photograph of each item.
  - (d) Classify them into metallic and non-metallic minerals.
2. Prepare a Brochure/foldable on metallic and non-metallic minerals based on minerals identified by you. Minimum of 5 metallic and 5 non-metallic items are required.
3. **Project–Conservation of energy**
  1. Collect the electricity bills of your house.
  2. Compare the consumption of electricity in different seasons.
  3. Convert the data into a bar graph and compare it based on season.

4. Find out the causes of more consumption of energy in a particular month/season.
5. Collect the data on energy consumption by each electronic device in your house.
6. Find out the solution for reducing energy consumption in your house.
7. Take energy conservation steps at home.
8. Analyse its impact on the electricity bill.
9. Give more suggestions to reduce energy consumption and try to imbibe habits of saving energy.

**Note:** The project can be prepared in any creative format.

## **SUGGESTED PROJECTS/ ACTIVITIES IN HISTORY**

### **Chapter 9: ESTABLISHMENT OF COMPANY RULE IN INDIA**

1. Prepare a timeline of various Anglo-Indian wars.
2. Prepare a bio-sketch of the heroes of Anglo-Indian wars.
3. PowerPoint Presentation of Anglo-Indian wars.
4. Map skill- Important places associated with Anglo-Indian wars.

## **SUGGESTED PROJECTS/ACTIVITIES IN POLITICAL SCIENCE**

### **Chapter 22: Safeguarding the Marginalised**

1. Prepare a foldable/Calendar/ newsletter/ PPT etc on the different schemes and programs launched by the government of India for the upliftment of the weaker sections of society.
2. Design a poster/ advertisement to raise awareness about the different programs launched by the Government for the welfare of the marginalized sections of society.

## **PRESCRIBED BOOKS:**

1. WE AND OUR WORLD (A BOOK OF SOCIAL SCIENCES) (**DAV PUBLICATION DIVISION**)
2. RESOURCE AND DEVELOPMENT, OUR PASTS-III AND SOCIAL AND POLITICAL LIFE- **NCERT**