

SOCIAL SCIENCE

Social Science as a subject at the Secondary Stage comprises the components of History, Geography, Political Science and Economics. Therefore, while preparing the eight-week calendar in Social Science, these components have been divided into 4 + 4 (total 8 weeks for Social Science - 2 weeks for each component). Accordingly, a two-week calendar for History has been planned for Class IX and two-week calendar for Class X.

(a) History

<i>Learning Outcomes</i>	<i>Sources and Resources</i>	<i>Subject-wise Weekly Academic Calendar (to be guided by parents/teachers)</i>
<p>The learner</p> <ul style="list-style-type: none"> describes the Salt March and explains its significance in Indian history demonstrates understanding of principles of non-violence and its impact on the national movement analyses the effectiveness of Gandhiji's non-violent means to achieve freedom from British colonialism. locates places identified with the Salt March on a map. assesses the spread of the Civil Disobedience Movement with help of a map. analyses the contribution of different sections of society in Gandhiji's call for Civil Disobedience. 	<p>Textbook in History for Class X</p> <p><i>India and the Contemporary World- II</i></p> <p>Theme: Rise of Nationalism in India</p> <p>QR Code</p> <p>In the chapter 'Rise of Nationalism in India' p.29</p> <p>Mahatma Gandhi in South Africa</p> <p>NCERT Official, Youtube</p> <p><i>Mahatma Gandhi - Visuals/ Audio/ Videos in NROER Repository</i></p> <p>https://nroer.gov.in/582ead6916b51c01da6b8887/file/</p> <p>Mahatma Gandhi in South Africa</p> <p>http://gandhi.southafrica.net/</p> <p><i>The Jallianwalla Bagh as Struggle</i></p> <p>Video 483, NCERT official, YouTube</p>	<p>WEEK 5</p> <p>Focus will be on</p> <p>The Salt March and the Civil Disobedience Movement; Why Different Social Groups Participated in the Civil Disobedience Movement; the Idea of Swaraj ; The Limits of the Movement.</p> <p>Activity 1</p> <p>Warming Up Session Through Discussion</p> <p>Students have already been familiarised with the Salt march in the previous week. Teacher may ask students to reflect on the following questions and write down their views:</p> <ul style="list-style-type: none"> ✓ Identify some issues/reasons in current times when people have gathered to protest. ✓ Would you protest if a commodity that is dear to people is taken away or made unavailable? Why? ✓ Identify some other famous marches/ protests that have taken place and the reasons thereof? ✓ Can you list some of the other socio-political issues for which peaceful protests may work? <p>After students have written down their views, teacher may initiate a discussion on the answers.</p>

- identifies different icons and symbols that created sense of collective belonging.

Champaran Mein Gandhiji ka Aagman

NCERT Oficial, youtube

Live Discussion on Civil Disobedience Movement

NCERT, You Tube

Gandhi Ashram at Sabarmati

<https://gandhiashramsabarmati.org/en/>

How Mahatma Gandhi Changed Political Protest

<https://www.nationalgeographic.com/culture/people/reference/mahatma-gandhi-changed-political-protest/>

The Great Salt March Part I and Part II

From the Archives of Doordarshan

https://www.youtube.com/watch?v=He_eHlAw_8

Salt March Mar 12, 1930 - Apr 6, 1930

<https://artsandculture.google.com/entity/salt-march/m0324lm?categoryId=event&hl=en>

Dandi March: Salt Satyagraha Mapping of Dandi March on School Bhuvan NCERT Geo portal

Activity 2

Retracing Gandhiji's Dandi March through a Map

Teacher may ask students to refer to the following resources:

Dandi March: Salt Satyagraha Mapping of Dandi March on School Bhuvan NCERT Geo portal

https://bhuvan-app1.nrsc.gov.in/mhrdncert/help/Dandi_march.pdf

The Salt March to Dandi

earth.google.com/web/@22.00435195

Students may thereafter be asked to locate the route of the Dandi March and identify significant places associated with the march on a map.

Activity 3

Poster on Participation of Women in Civil Disobedience Movement in Different Parts of India

An important feature of the Civil Disobedience Movement was the large-scale participation of thousands of women who came out of their homes in large numbers. They participated in protest marches, manufactured salt, and picketed foreign cloth and liquor shops and many went to jail.

Students may prepare a poster highlighting the participation of women in different parts of India. The poster may highlight protest marches, manufacture of salt, picketing of foreign cloth and liquor shops by women, and many of whom also went to jail. Visuals/illustrations/ oral sources/ maps / etc. may be used.

Students may seek help from parents and grandparents in this activity.

Activity 4

Locating the spread of the Civil Disobedience Movement on a map

Different social groups that participated in the Civil Disobedience Movement, such as rich peasant communities, poor peasants, business houses, industrial working class, women, etc.



https://bhuvan-appl.nrs.c.gov.in/mh_rd_ncert/help/Dandi_march.pdf

The Salt March to Dandi

earth.google.com/web/@22.00435195

Students may identify on a map significant places associated with the Civil Disobedience Movement. This activity will enable students to assess the spread of the movement.

WEEK 6

Activity 1

Questions and Answers

Students may be given some time to read 3.2 and 3.3 on p. 41-45. Teacher may then ask students to write down answers to the following questions:

- ✓ Why did some of the rich peasant communities become enthusiastic supporters of the Civil Disobedience Movement?
- ✓ How did Swaraj appeal to different social groups?
- ✓ How did the business class relate to the Movement?
- ✓ Why did the concept of *swaraj* not appeal to the oppressed classes?
- ✓ Did the Civil Disobedience Movement succeed at a pan- India level? Explain with reasons.

Activity 2

Preparing a Comparative Chart on the Non-cooperation Movement and the Civil Disobedience Movement

This activity will help students to highlight significant events and help them to draw parallels between the two Movements.

Students may be asked to create two columns (vertical) on a chart paper. One column for the *Non-cooperation Movement* and the other for the Civil Disobedience Movement. Each column may highlight significant developments and pattern of protest, participation of different sections of society including women, methods adopted,



names of leaders, effects of protest, spread of the movement, did the movement have desired effect?

At the bottom of the chart students may include a short comparative analysis of the spread of both the Movements in different parts of the country and how people responded to the call for *Swaraj*—which meant different things to different people.

Activity 3

Visual Representation of identifying Symbols of Nationalism

As the national movement spread, there emerged a number of icons and symbols in unifying people and inspiring in them a feeling of nationalism. Even today there are many symbols in the form of images, sculptures, songs, flags, etc., that unite people and instil a sense of collective belonging.

Students may identify such symbols and make a visual representation in the form of a Poster. The poster may also contain symbols that are used today that unify people and instil sense of nationalism.



(b) Geography

Learning Outcomes	Sources and Resources	Week-wise Suggestive Activities (guided by parents/teachers)
<p>The learner</p> <ul style="list-style-type: none"> explains cause and effect relationship between phenomena, events, and their occurrence, for example, analyses the impact of overuse of natural resources, such as, ground water. demonstrates inquisitiveness, enquiry, for example, pose questions related to the scarcity of potable water. extrapolates and predicts events and phenomena, for example predicts the impact of pollution of water on human health. analyses and evaluates information, for example, indigenous or modern methods of conservation of water. constructs views, arguments and ideas on the basis of information, for example, natural resources and their impact on cultural diversity of any region. 	<p>Textbook- Contemporary India -II</p> <p>Chapter 3: Water Resources</p> <p>Web Resources</p> <ul style="list-style-type: none"> Online E-learning portal School Bhuvan NCERT. <p>QR Code</p> <ul style="list-style-type: none"> <i>Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu)</i> <p>http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p> <p>Web Resource</p> <ul style="list-style-type: none"> Online E-learning portal School Bhuvan NCERT. 	<p>WEEK 7</p> <p>Themes- Water scarcity and need for water conservation and management</p> <ul style="list-style-type: none"> Teacher may initiate the topic by asking students to prepare a write up on usage of water and issues related to potable water in their own locality during summers. Student may share the write up with the teacher and classmates through email or WhatsApp. Teacher may take cue from their write up and discuss about different types of water sources in India and scarcity of water due to overuse and misuse of fresh water. Students may consult atlas and School Bhuvan NCERT portal for locating fresh water sources e.g. rivers and lakes in India. Students may collect visuals and stories related to water scarcity from different parts of the country, make collage and share with students and teachers. Students may be given task to interpret the collage related to Water Scarcity explained in Fig. 3.1 on page 24 showing snow covered areas of Kashmir, dry regions of Gujarat and flood prone areas of West Bengal; learners may be asked to investigate reasons of water scarcity of each region located in different climatic areas and prepare a report or chart. <p>Topic- Multipurpose River Projects and Integrated Water Resource Management</p> <ul style="list-style-type: none"> Students may be encouraged to read about Hydraulic structures in Ancient India given in the textbook and locate these places on the map of India. Student may open layers of thematic maps on School Bhuvan NCERT portal to locate rivers, lakes and dams of India.



- Students can open administrative map of India showing state and district boundary layer on the portal to observe location of water resources and dams in different states and districts.

WEEK 8

Multipurpose river projects and integrated water resource management

- Student may be given task to prepare write up on importance of multipurpose dams by giving some examples from States and share with teacher.
- Student may discuss with their grandparents about the traditional method of building dams and irrigation work during their childhood days and share with classmates and teacher through email.
- Student may also collect information about inter-state water disputes in India and share with the teacher.
- Teacher may use School Bhuvan portal to show flood situation in different parts of the country in recent past and discuss its causes and consequences.
- Student may read carefully the collage related to *Basic Safety Precautions To Be Taken during Floods* given on page 29 and discuss with their parents.
- Students may prepare a chart on water pollution and its impact on human health and share with classmates and teacher

Topic- Rainwater harvesting

- Students may be sensitised towards misuse and overuse of water resources.
- Student may collect information about traditional methods of water harvesting in ancient India from the textbook and prepare a write up and share with teacher and classmates.
- Student may be encouraged to draw a sketch of roof-top water harvesting system to explain modern method of rainwater harvesting.
- Students may prepare chart on depletion of water resources and its causes and consequences.



(c) Political Science

<i>Learning Outcomes</i>	<i>Sources and Resources</i>	<i>Week-wise suggestive activities (to be guided by the parent/ teacher)</i>
<p>The learner</p> <ul style="list-style-type: none"> describes different political parties in India and their role explains the role of election commission develops materials showing different parties in India materials and prepare write-ups on founders of political parties in India 	<p>Theme: Political Parties</p> <p>NCERT/STATE TEXTBOOKS</p> <p>Sources</p> <p>YouTube</p> <p>E-content</p> <p>Other state textbooks</p> <p>Newspapers and Magazines</p> <p>Swayam Prabha channel</p> <p>Radio and T.V. discussion on the theme.</p> <p>Question papers of the last five years.</p>	<p>WEEKS 9 AND 10</p> <p>Define political parties and their role in shaping democracy. Share the write-up with your friends.</p> <p>Write a short note on the Election Commission of India</p> <p>Prepare a chart on different Political Parties along with their symbols.</p> <p>Write in five hundred words on:</p> <ul style="list-style-type: none"> -Two Party System -Multi party system <p>Discuss with your parents on what the challenges to the political parties in India and how they can be reformed.</p> <p>You may prepare a chart on the founders of National Political Parties in India with a brief biography.</p>



(d) Economics

In Economics, there are five topics, viz., (i) Development (ii) Sectors of the Indian economy (iii) Money and credit (iv) Globalisation and the Indian economy and (v) Consumer Rights.

One them was already completed in the first academic calendar for four weeks. Here will be cover the following two themes—

1. Sectors of the Indian economy;
2. Money and credit

<i>Learning Outcomes</i>	<i>Sources and Resources</i>	<i>Week-wise suggestive activities (to be guided by parents/teachers)</i>
<p>The learner</p> <ul style="list-style-type: none"> • explains the income as an indicator of economic development • uses some simple statistical tools (bar and pie) to analyse developmental indicators • recognises the need to evolve criteria to classify economic activities, enterprise and people • appreciates that people are highly interdependent and so are the economic activities • defines primary, secondary and tertiary sectors, final goods, intermediate goods, Gross Domestic Product, organised and unorganised sector, private and public sector 	<p>Chapter 2: Sectors of the Indian economy</p> <p>NCERT Textbook <i>Understanding Economic Development</i>, Social Science Textbook for Class X (https://ncert.nic.in/textbook.php?jess2=0-5)</p> <ol style="list-style-type: none"> 1. <i>Trilingual Dictionary of Economics for Schools</i> (https://ncert.nic.in/pdf/publication/otherpublications/Dic_Eco.pdf) 2. Economic Survey reports for various years (https://www.indiabudget.gov.in/economicsurvey/allpes.php) 4. Live Phone-in-programme interactive session programme videos telecasted from Swayam Praba Channel. <p>Links</p> <p>https://www.youtube.com/watch?v=9qoI1DD_5wQ – GDP and sectors of the Indian economy - 1</p>	<p>WEEK 11</p> <ol style="list-style-type: none"> 1. This topic can be taught over a period of five working days of 30-35 minutes. 2. During the first session, students can be encouraged to read the chapter. Underline important technical terms used in the chapter and find out their explanation given in the trilingual dictionary whose link is given. 3. Students can share the questions and doubts about various parts of the chapter. 4. Students can be encouraged to watch the videos whose links are given and participate in the activities suggested in the videos including the assessment questions.



<ul style="list-style-type: none"> examines changes in Gross Domestic Product over the last 4-5 decades in India and across three sectors differentiates: (a) organised and unorganised sectors; (b) private and public sector <p>The learner</p> <ul style="list-style-type: none"> understands barter system and how money came into being defines money, double coincidence of wants, credit, interest rate, collateral and formal and informal sources of credit explains the role of banks in an economy analyses different sources of credit based on statistical data uses bar and pie diagrams to explain the sources of credit 	<p>https://www.youtube.com/watch?v=yymb8IIRNH4 - GDP and sectors of the Indian economy – 2</p> <p>Chapter 3 Money and Credit</p> <ol style="list-style-type: none"> <i>NCERT Textbook – Understanding Economic Development, Social Science Textbook for Class X</i> <i>(https://ncert.nic.in/textbook.php?jess2=0-5)</i> <i>Trilingual Dictionary of Economics for Schools</i> <i>(https://ncert.nic.in/pdf/publication/otherpublications/Dic_Eco.pdf)</i> <p><i>Details of Indebtedness – latest source of credit at the national level can be accessed from http://www.mospi.gov.in/sites/default/files/publication_reports/KI_70_18.2_19dec14.pdf</i></p> <p>Live Phone-in Programme sessions</p> <p>Links</p> <p>https://www.youtube.com/watch?v=zm-svH4oZc – money and credit 1</p> <p>https://www.youtube.com/watch?v=PSzi4mLsHO4 – money and credit 2</p> <p>https://www.youtube.com/watch?v=mJ2uT4V2-uY – money and credit 3</p>	<p>WEEK 12</p> <ol style="list-style-type: none"> This topic can be taught over a period of five working days of 30-35 mins. During the first session, students can be encouraged to read the chapter. Underline important technical terms used in the chapter and find out their explanation given in the trilingual dictionary whose link is given. Students can share the questions and doubts about various parts of the chapter. Students can be encouraged to watch the videos whose links are given and participate in the activities suggested in the videos including the assessment questions. Students may be encouraged to watch websites of museums in which currency and coins are kept. The statistical data related to sources of credit can be used to assess the students' data analysis skills
---	--	--

