

Class 9

Section I
Suggested pedagogical process
The learners may be provided with opportunities individually /in groups and encouraged to -
Observe political map of India or on school bhuvan portal ncert, mark with reference to location, extent, shape, size, etc. Of states /UTs
Discuss and verify the information about states and UTs from other sources, like website of other states, textbooks, atlas, models, etc
Engage in projects to collect information about states /UTs in terms of languages, food, dress, cultural traditions etc.
Select the works of eminent thinkers like jean-paul marat, jean jacques rousseau and others influence of their works on the outbreak of French revolution
Take part in discussion of the important political terms and concepts such as martial law, a coup, a veto, and referendum to recognise democracy as well as dictatorship.
Discuss the details of (a) the time when universal adult franchise was first provided to the citizens and (b) how the end of colonialism took place
Collect information and discuss the process of making of the Indian constitution
Collect the details of different factors of production like land, capital and human resources from their surroundings
Choose a nearby ration shop and compare the prices of items available with the local market and discuss the reasons for the differences
Analyse the role of cooperative in food security
Explore various resources including the e-content on poverty, food security, human resource development
Discuss that how poverty line is estimated especially from the view point of social scientists
Gather information about physical features in the surroundings discuss about these features with the peers; visuals related to other physiographic divisions may be shown and their features may be explained to them
Shown different physiographic divisions / data to look out for the similarities and differences
Use tactile maps /models to classify physical features of India
Collates the views from different secondary sources of desmoulin and Robespierre to know how each one of them understands the use of state force. What does Robespierre mean by “the war of liberty against tyranny?” How does Desmoulin perceive liberty?
Gather information about constitutional monarchy of France, from different sources
Discuss different monarchies of contemporary times like u.k., Nepal and Bhutan
Develop timeline on significant events related to outbreak of the French and Russian revolution. In connection with France some events that can be displayed in the timeline are: constitutional monarchy, declaration of right of man, on becoming a republic and the reign of terror. The students can add more information in this timeline on the French revolution
Study features of different type of government and discuss
Design a group project on social exclusion as well as poverty.

Interview vendors such as vegetables, newspaper, milkman, laundress (at least ten people). They may be guided to develop simple questions and raw inference from it.
Explore various rivers, find details of their origin, course of river, major cities, industries on the banks of a river; discuss how river affects the life of people in cities leading to pollution of rivers.
Work on group projects in which they can collect information from various sources such as books, magazines, newspapers, internet, elders and plot the river and associated findings on a map and prepare a report
Work with tactile maps particularly by the children with special needs (cwsn)
Identify social, economic and political causes that Russian revolution in 1905; use a variety of teaching aids like a flow chart, power point presentation, newspaper clippings belonging to that period (1905)
Participate in a discussion on fall of monarchy in February 1917, workers strike, refusal of peasants to pay rent and activities of different political parties such as liberals, social democrats and social revolutionaries
Discussion may be initiated on the concepts of revolution and social change.
Elucidate the idea that some revolutions like the French and Russian are a result of bloodshed.
Discuss peaceful revolutions such as industrial revolution; green, white and the blue revolutions in India
Collect current statements from media and from other sources and discuss the measure of success of democracy
Collect and discuss information about democratic countries of the world and their history of establishment, conditions under which those governments got established
Discuss democracy as a government of the people, by the people, for the people by engaging with some examples
Discussion may be held on the newspaper clipping or the teacher may provide data from government report on poverty, food security.
Familiarise with major climatic controls – latitude, altitude, pressure and wind systems and distance from the sea and discuss how they affect the climate of various geographical regions
Discuss how the climate of hilly regions is significantly different from the plains
Look for and use a variety of primary and secondary sources, such as written records, oral accounts to investigate themes like - factors responsible for deforestation in the past in different regions of the world including India, during the colonial rule
Discuss different forest acts in India – forest act-1865, its amendment in 1878 and 1927 and its impact on forest dwellers and the village community
Collect visuals, newspaper clippings, posters, leaflets, videos and speeches of Hitler on the rise of Nazism and discussion how Nazism led to the genocidal war that resulted in the killing of innocent civilians like the Jews, gypsies and polish civilians
Organise mock parliament and court proceedings in which various democratic rights can be the subjects
Show visuals associated with famines and present omt (one-minute talk)
Correlate different maps e.g. Physical features and drainage, physical features and population

Opportunities may be provided to explore and overlay various maps on school bhuvan ncert portal
Use atlas maps for understanding various concepts
Demonstrate skills of locating places associated with different revolutions like French and the Russian.
Explain the changes of geographical boundaries of places in the past and present and the reasons that have led to it. You may link this with the theme in the syllabus /textbooks
Study various symbols that depict road, railways, buildings, monuments, rivers etc on an outline map of India and the world. This may be used as per the theme under study
Interpret information from an orthophoto map and compare it with reality
Use India's political map to demarcate states and parliamentary constituencies
Use India's map of the states to identify and colour the following(i) high and low poverty (ii)levels of literacy (iii) production of food grains and interpret in terms of reasons for above differences amongst states
Choose photographs of persons engaged in different occupations in rural and urban areas and categorise into three sectors of the economy
Compile data from their surroundings and government reports on (I) unemployment existing in urban and rural areas (ii) poverty existing in different states
Use tables to represent data on literacy rates, production of food grains and food insecurity with respect to population and interpret them in terms of well-being of masses
Construct and convert tables into bar and pie diagrams
Explain from the newspaper clippings or the teacher may provide data from government report on poverty, food security, social exclusion and vulnerability, their causes and impact on society
Develop bar /pie diagrams and also be able to plot the data in the diagram, e.g. Population data, natural vegetation etc.
Correlate topics with other disciplines for e.g. How various passes in the north and seaports in the south have provided passages to the travellers and how these passages have contributed in the exchange of ideas and commodities since ancient times
Discuss on deforestation in the colonial period and their impact on lives of forest dwellers; link deforestation with geographical aspects such as the extent of land covered under forest in the colonial and contemporary times
Discuss how the forest acts in the past and in the present influence various tribal communities including women
Study a few political developments and government decisions and look at them from geographical importance and electoral constituencies
Read history of democratic movements in various countries by underlining the geopolitical importance of countries
Study historical events of 1940s and the constitution making in India during 1946-49
Focus on the issues of land and agriculture as part of resources in geography with topics such as factors of production and food security as a component of agriculture
See linkages with political dimensions to highlight citizens right in a democracy and human beings as an asset for the economy
Show a short documentary on like 3 shades, mirch masala, manthan and link it with low incomes and poverty which can then be followed by discussion in classroom on conflict between economic development and environmental conservation
Read the national population policy 2000 and discuss its content related to adolescence

Use historical sources to comprehend the difference between fact and fiction when they read the literary works of different authors.
Assess novels, biography and poems composed at different points of our historical past
Use pictures, cartoons and newspaper clippings to find out and discuss assumptions, biases and prejudices of various people. Teachers may guide learners to recognize the difference between facts and opinions using illustrative examples from socio, political and economic aspects.
Explore and construct the holistic picture of the period under study using other sources such as archaeological remains, official records, oral accounts. Discussion may be initiated on the following questions: What is the source about? Who is the author? What message can be extracted? Is it relevant / useful? Does it explain the event in totality?
Develop understanding that historical recorder is not free from subjectivity.
Dramatize from the examples of French revolution on Olympe de Gouges on her protest against excluding women from the declaration of rights of man and citizen highlighting the bias that existed in this historic document
Watch and note down the statements of politicians appearing regularly on tv or the newspaper articles on various issues and incidents. Teachers may also provide examples, and may also take students' own views on an issue to point out assumptions, biases, prejudices and stereotypes.
List the details of wages paid to the males and females engaged in their area and discuss whether differences exist, if any, reasons may be provided.
Analyse different government schemes to ensure food security, employment generation, promotion of health and education in their area
Ask questions to understand the mechanism of monsoon for e.g. How effect of differential heating of land and water, shifting of inter tropical convergence zone (ITCZ), El Niño and jet streams influence monsoon
Use enquiry skills to collect a variety of primary and secondary sources and print and digital materials to know how the ideals of freedom, equality, liberty and fraternity motivated political movements in France, in the rest of Europe and various anti-colonial struggles; projects, posters and models can be prepared on this area in groups.
Collect the details on various topical, political, social or local issues from different newspapers, magazines and books. Compare different views about the same issues.
Explain a particular economic problem showing vulnerability faced by the disadvantaged groups.
Analyse materials on green revolution.
Find out the details from data / experiences e.g. (a) how the relief of a place affects the population distribution; (b) how climatic conditions of a region affect the natural vegetation of a place?
Get engaged in a role play on topics such as Project Tiger and protection of rivers and discuss the relevance of tiger protection in India.
Record or gather (from internet / YouTube) the interviews of living legends who have experienced trials and tribulations of Nazism.
Show e-content and analyse case studies related to the quality of population
Gather information related to weather and population, from different sources such as daily newspapers and analyse recorded data / information

Design a role play on the French revolution and play the role of clergy, nobility, merchants, the peasants and the artisans; concluding remarks drawing assumptions of the feelings of each class can be given by facilitators of each group.
Collect information on the famines in India. Explore the causes behind the famines in the colonial period.
Discuss what would have happened if such famines can reoccur in post independent India. Also discuss the preventive measures.
Identify the factors causing a problem and decide creatively and critically to arrive at a solution(s) relating to river pollution, population growth, protection of flora and fauna etc
Engage in a class debate on the topic: whether the use of violence for addressing different forms of human right violation is appropriate approach or not
Plan and participate in extra-curricular activities, daily chores in the school, sports, cultural programmes which require problem solving and decision-making skills.
Collect newspapers and magazines to show the impact of the concentration of resources in the hands of few
Illustrate the cause and impact of inequality in terms of distribution of resources between the rich and the poor.
Participate in group projects to recognise the values of flora and fauna and in disaster preparedness and waste management projects
Participate in activities that require conservation of environment (plants, water bodies etc.), water disputes – interstate and across the border and promote nature-human sustainable relationship
Raise questions to secure health care, education and job security for its citizens; people from community be invited to make presentation on improving these issues
Collect and compile variety of resources such as films, audio visuals, and photocopy of records, private papers, and press clippings from the archives including original speeches of leaders associated with different historical events.
Construct projects on themes like Nazism and tribal uprisings
Discuss the strategy of satyagraha and non-violence adopted by Gandhiji in achieving independence of India; discuss different movement in the freedom struggle where satyagraha was adopted by the leaders to recognise the immense strength and courage it requires to internalise characteristics of satyagraha and non-violence to resolve conflicts
Explore and examine the published records of the lived experiences of the survivor of holocaust
Study the constitutional provisions available to improve conditions of disadvantaged groups, minorities; promotion of patriotism, unity of the country, equality of people, respect for all human beings, and doing one's duties, etc.
Engage in role play / short drama to highlight the problem faced by poor as well as food insecure population followed by discussion
Identify the chain of ration shops established in your nearby area to ensure the supply of essential commodities for the targeted population
Compose a short speech on gender equality and dignity for all (marginalised as well as group with special needs)

Section II	
Learning Outcomes of NCERT	Measuring the Los

Recognizes and retrieves facts, figures and narrate processes e.g.,

- Locates places, states, union territories and other physical features on the map of India
- Recognises and describe different physical features, types of forests, seasons etc.
- Describes in important terms in geography such as standard meridian, drainage basin, water divide, monsoon, weather, climate, flora, fauna, population density, etc.
- Estimates annual growth rate
- Defines simple economic terms such as poverty, literacy, unemployment, head count ratio, food security, exports and imports
- Lists various factors of production
- Recalls names, places, years, some important socio, political and economic events that changed India and the world such as American revolution, French revolution, Russian revolution and freedom struggle in India
- Locates places of historical importance on maps
- Describes economies and livelihoods various social groups
- Describes political terms and concepts associated with democracy and dictatorship
- Classifies physical features in the surroundings and compare them with physical features of other places;
- Compares different data such as population, rainfall
- Compares the course of events leading to important revolutions in the world such as French and Russian revolutions;
- Distinguishes different types of governments operating across the world;
- Compares levels of poverty and unemployment across Indian states

Locates on map /describes features /defines /lists /recalls /classifies /compares /distinguishes, in order to demonstrate skills of recognizing and retrieving facts, figures and narrating processes

<ul style="list-style-type: none"> • compares different monarchies of contemporary times like UK, Nepal and Bhutan 	
<p>Explains cause and effect relationship between phenomena, events and their occurrence e.g.,</p> <ul style="list-style-type: none"> • Examines factors causing pollution and their impact on people’s lives; • Explains factors affecting course of a river, climate, population distribution, flora and fauna of a region • Explains the causes and effects of various revolutions • Illustrates how different social groups coped with changes in the contemporary world and describe these changes • Explains the difference between revolution and social change • Outlines the formation of democratic governance in different countries of the world • Explains the process of change in democracies • Identifies the democratic rights of Indian citizens • Explains causes and impacts of economic issues such as poverty, landlessness, food insecurity <p>Analyses the impact of social exclusion and vulnerability</p>	<p>Describes phenomena, events and their occurrence in order to explain cause and effect relationship between them</p>
<p>Analysis and evaluates information e.g.,</p> <ul style="list-style-type: none"> • Analyses different types of climate found in different regions of India /world • Examines factors leading to deforestation • Outlines or assesses the working of Indian parliament and judiciary • Analyses historical trends in important developmental indicators such as literacy and poverty 	<p>Examines given information in order to analyze and evaluate it</p>

- Assesses the impact of important government welfare programmes which aimed at (a) poverty alleviation; (b) ensure food security; (c) generate self-employment; (d) provide health care facilities

Interprets e.g.,

- Maps of river systems in India, physiography, population distribution
- Maps of movement of goods and people from India to rest of the world
- Texts
- Symbols which stand for liberty, equality and fraternity
- Diagrams such as pie and bar
- Cartoons and their contexts
- Photographs
- Posters
- Newspaper clipping related to socio-political issues
- Draws and interprets pie and bar diagrams of data related to agricultural production, literacy, poverty and population

Examines and evaluates the information given in any of the several formats, both known and unknown, in order to interpret it

Draws inter-linkages within social science

Explains interrelationship between various passes and sea ports in India for trade and communication since historical times

Examines the geographical importance of electoral constituencies

Analyses food security as a component of agriculture

Analyses the linkages between population distribution and food security

Explain interrelationships among livelihood

Refers to all the learnings in order to draw inter-linkages within social science.

<p>patterns of various social groups including forest dwellers, economic development and environmental conservation</p>	
<p>Identifies assumptions / biases / prejudices / stereotypes e.g.,</p> <ul style="list-style-type: none"> • Texts • Visuals • Political analysis • Identifies assumptions about the social • Issues through news items • People in different geographical regions of india • examines the assumption behind important government welfare programmes 	<p>Examines and evaluates the given known or unknown given texts /visuals /political analysis /etc. in order to identify assumptions /biases /prejudice /stereotypes.</p>
<p>Demonstrates skills of inquisitiveness /enquiry i.e. Pose questions related to e.g.,</p> <ul style="list-style-type: none"> • Geographical events such as the mechanism of monsoon and causes of natural disasters • Impact of green revolution in India / their own area <p>Legacy of French revolution in India and the world</p>	<p>Poses questions and undertakes research in order to demonstrates skills of inquisitiveness /enquiry.</p>
<p>Constructs views / arguments / ideas on the basis of collected / given information e.g.</p> <ul style="list-style-type: none"> • People and their adaptation with different climatic conditions; • Oral and written accounts of living historical legend makers; • People as a resource 	<p>Examines and evaluates collected /given information in order to construct views /arguments /ideas on its basis.</p>
<p>Extrapolates and predict events and phenomena e.g.</p> <ul style="list-style-type: none"> • Weather phenomena • Pollution and diseases • Famine and poverty 	<p>Extrapolates in order to predict events and phenomena</p>

<p>Illustrates decision making / problem solving skills e.g.,</p> <ul style="list-style-type: none"> • Mitigating the impact of water pollution • Conservation of resources • Problem of food shortage • Avoid hunger and famines in India <p>Deciding on the appropriateness of resources in historical events and developments</p>	<p>Evaluates and presents the best options with reasoning in order to illustrate decision making /problem solving skills</p>
<p>Shows sensitivity and appreciation skills e.g.,</p> <ul style="list-style-type: none"> • Empathises with differently abled and other marginal sections of the society such as scheduled tribes • Appreciates political diversity • Appreciates cultural diversity • Appreciates religious diversity • Recognises language diversity • Recognises social diversity • Emphathizes with the people who were affected by wars, holocaust, natural and human-made disasters <p>Recognise how physical and mental violence leads to immense suffering of human beings</p>	<p>Recognizes diferences /different perspectives /different situations, etc. in order to demonstrate sensitivity and appreciation skills.</p>

Section III			
Note: Overall Learning Objectives mapped with Learning Outcome adapted by CBSE for the course: Economics			
Chapter 1	Topic	Learning Objectives	Learning Outcome
The story of village palampur	Overview of village Palampur.	Familiarize themselves with the basic concepts like: resources, production activity, distribution of land in the village, etc.	Locates on map /describes features /defines /lists /recalls /classifies /compares /distinguishes, in order to demonstrate skills of recognizing and retrieving facts, figures and narrating processes.
	Organisation of production.	Acquaintance with the basic concepts like factors of production, yield, surplus. Understand the importance of factors of production.	
	Farming in Palampur	Classify main occupation in a village into farming and non-farming activities. Understand the disparity in distribution of agriculture land.	
	Non-farm activities in palampur	Study of non-farm activities like diary, small scale manufacturing, traders, transport.	
Chapter 2	Topic	Learning Objectives	Learning Outcome
People as Resource	Overview Investment in Human Capital.	Familiarize themselves with the basic concepts like human capital, Gross National Product.	Examines given information in order to analyze and evaluate it.
	Investment in education and health.	Acquaintance with the virtuous cycle and vicious cycle of poverty. Visualisation of increasing efficiency of the people on which investment in education and health is made.	

	Economic Activities by Men and Women (i) Education and skill determinants of earnings.	Classify the activities into three sectors of economy. Understand the economic activities performed by men and women. Understand two parts of economic activities.	
	Quality of population (i) Education (ii) Health	Understand types of population and how-to build-up quality population.	
	Unemployment (i) Nature of employment in India. (ii) Effects of Unemployment. (iii) Labour absorbing sectors of economy	Analyse and examine nature of employment in India (Seasonal, Disguise, and Educated Unemployment). Acquaintance with the effects of Unemployment and labour absorbing sectors of economy (Territory sector, Small Scale manufacturing Sector). Create a report on the migrant labourers from all sectors and unemployed post Covid 19 data can be shown on a Bar Graph	

Chapter 3	Topic	Learning Objectives	Learning Outcome
Poverty as a Challenge	Two typical cases of poverty (i) Urban case (ii) Rural case	Familiarize themselves with basic concepts like poverty in urban and rural cases.	Examines given information in order to analyze and evaluate it.
	Poverty Line	Acquaintance with the concepts of social exclusion, vulnerability and the poverty line estimation in India.	
	Poverty trends in India.	Analyse the poverty estimate of the country and even globally.	

	<p>(i) Groups vulnerable to poverty.</p> <p>(ii) Interstate disparities.</p> <p>(iii) Global poverty scenario.</p>	Understanding poverty measures and the trends in India.	
	Causes of poverty and anti-poverty measures.	Understand the causes of poverty and anti-poverty measures (promotion of economic growth, targeted anti-poverty programmes).	
	Challenges to poverty reduction	Understand the role of Government of India in removing Poverty.	

Chapter 4	Topic	Learning Objectives	Learning Outcome
Food security in India	Meaning and necessity of food security	Acquaintance with the meaning of food security (availability, accessibility, affordability of food).	Examines given information in order to analyze and evaluate it.
		Understand necessity of food security (Effect of natural calamity, feminine and starvation).	
	Food Insecure People.	Acquaintance with the national health and family survey.	
	Food security in India.	Familiarise with the basic concept like feminine, dimensions of food security, buffer stock, public distribution system (PDS), and integrated child development services (ICDS), food for work (FFW) programme. Analyse how food security affected during a calamity.	
	Role of	Understand the importance of public distribution system, buffer stock, food corporation of India and cooperatives	

	Cooperatives in food security.	for food security in India (Mother diary, Amul, various NGO's and Grain Banks)	
		Understand the role of Govt. of India in food security in India.	

Note: Overall Learning Outcome for the course: Contemporary India

Chapter 1	Topic	Learning Objectives	Learning Outcome
India Size and Location	Location	Examine the relation between longitude and time, latitude and amount of radiation received by the earth.	Locates on map /describes features /defines /lists /recalls /classifies /compares /distinguishes, in order to demonstrate skills of recognizing and retrieving facts, figures and narrating processes.
		Understand the concept of Local time and Standard time.	
	India and the world	Acquaintance with the position of India and their relationship with the neighbouring countries.	

Chapter 2	Topic	Learning Objectives	Learning Outcome
Physical features of India	Theory of Plate Tectonics	Acquaintance with the physiographical divisions of India.	Examines and evaluates the information given in any of the several formats, both known and unknown, in order to interpret it.
	India's Landmass	Analyse how the geological process involved in the formation of different physical features.	
		Analyse and understand the concept of Plate tectonics, continental drift and all related movements	
Measure physiographic divisions	Enhance the understanding of the process of formation of different physiographic divisions.		

Chapter 3	Topic	Learning Objectives	Learning Outcome
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Drainage	Drainage systems in India	How climate, topology, slope affect the river, three major stages of the river system and various erosional and depositional land forms created by the river.	Examines and evaluates the information given in any of the several formats, both known and unknown, in order to interpret it
	The Himalayan rivers	Acquaintance with Himalayan drainage system and major rivers and lakes from Himalaya	
	The peninsular	Acquaintance with peninsular drainage System Rivers and lakes.	
	Importance and role of rivers in the economy	various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind and ultimate essential life skill to develop the role of rivers in the economy	
	River pollution	Analyse and examine the report of national river conservation plan (NRCP)	

Chapter 4	Topic	Learning Objectives	Learning Outcome
Climate	Regional Climatic variation in India	Acquaintance with the various factors influencing the climate.	Examines and evaluates the information given in any of the several formats, both known and unknown, in order to interpret it.
	Climatic controls.	Analyse climatic variations of our country and its impact on the life of the people.	
	Factors affecting India's Climate.	Examine the physical factors which shape the climate of a place.	
	The Indian Monsoon	Understand the mechanism of Monsoon.	
	The onset of the monsoon and withdrawal	Analyse the onset and withdrawal of monsoon in India.	

	The seasons	Examine and develop understanding the seasons of India	
	Distribution of rainfall	Acquaintance with the distribution of rainfall in Indian Region.	
	Monsoon as a unifying bond	Enhance the understanding of the uniformity of laws of atmospheric science and at the same time unique results of such combination.	

Chapter 5	Topic	Learning Objectives	Learning Outcome
Natural Vegetation and Wildlife.	Factors affecting Diversity (i) Relief (ii) Climate (iii) Ecosystem	Acquaintance of various factors affecting diversity in India.	Locates on map /describes features /defines /lists /recalls /classifies /compares /distinguishes, in order to demonstrate skills of recognizing and retrieving facts, figures and narrating processes.
	Types of Vegetation. (i) Tropical evergreen forest. (ii) Tropical deciduous forest. (iii) Tropical thorn forest and scrubs. (iv) Montane forests. (v) Mangrove forests.	Enhance knowledge about number of species of plants and animals in India.	
	Wild life.	How climate, topography, slope affect the growth of natural vegetation and wildlife.	

	Need of environmental conservation. (i) Governmental steps for protection.	Analyse the importance of Ecosystem.	
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Chapter 6	Topic	Learning Objectives	Learning Outcome
Population	Population size and Distribution.	<ul style="list-style-type: none"> • Acquaintance of distribution and size of the population in India. 	Examines and evaluates the information given in any of the several formats, both known and unknown, in order to interpret it.
	Population growth and processes of population change.	<ul style="list-style-type: none"> • Analyse population growth and processes of population change during 1951-2011. 	
	Characteristics or qualities of the population. (i) Age composition. (ii) Sex ratio. (iii) Literacy rate. (iv) Occupational structure. (v) Health. (vi) Adolescent population.	<ul style="list-style-type: none"> • Understand the occupational structure and various demographic indicators in India. 	
	National Population Policy	<ul style="list-style-type: none"> • Acquaintance of National Population policy (NPP) 2000 and identifying the protections provided to adolescence. 	

MAPPING OF GRADE 9 POLITICAL SCIENCE TOPICS WITH NCERT LEARNING OUTCOMES

Note: Overall Learning Outcome for the course:

Chapter 1	Topic	Learning Objectives	Learning Outcome			
WHAT IS DEMOCRACY AND WHY DEMOCRACY	What is Democracy	With this useful definition of democracy student will be able to separate democracy from forms of government that are clearly not democratic.	Recognizes differences /different perspectives /different situations, etc. In order to demonstrate sensitivity.			
		By understanding each word in this definition carefully the student will be spelling out the features of a democratic government				
		Appreciate democracy after knowing that ills of democracy can be cured by more democracy.				
	Features of democracy	Comparative analysis of the case of Pakistan when Parvez Musharraf issued a legal Framework order .				
		build their critical thinking skills				
		Analyse the situation when Elected representatives are not really the rulers.				
		Enhance decision making with critical thinking				
	Features of democracy. Why democracy?	Features of Democracy will be able to enhance the actual difference between democratic and non-democratic government.				
		Critical analysis of the merits and demerits of democracy.				
		Examine the case studies of China ,Pakistan and Mexico.				
	The Sense of Collective Belonging	Appreciate, accept and adopt that in Indian government people get equal participation.				
		Enhance their communication skills by debating on merits and demerits of democracy.				

		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	
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Chapter 2	Topic	Learning Objectives	Learning Outcome
CONSTITUTIONAL DESIGN	Democratic constitution in South America	Examine the case studies of struggle against apartheid system in South Africa.	Locates on map /describes features /defines /lists /recalls /classifies /compares /distinguishes, in order to demonstrate skills of recognizing and retrieving facts, figures and narrating processes.
		Realisation of the condition of the people those were facing apartheid system.	
		Appreciate the efforts done by the Nelson Mandela.	
	Why do we need a constitution?	Comparative analysis of the case of South Africa that why do we need and what constitution do?	
		build their critical thinking skills	
		Will able to know the value of constitution after knowing that countries that have constitutions are not necessarily democratic. But all countries that are democratic will have constitution.	
		Enhance decision making with critical thinking	
	Making of the Indian constitution	Able to analyse the different circumstances while leaders were framing the constitution.	
		Appreciate the manners in which the Constituent Assembly worked gives sanctity to the constitution.	
		Critical thinking that how constitution does not reflects the views of the members alone.	
	The Sense of Collective Belonging	Appreciate, accept and adopt the Indian constitution in daily life.	

		Enhance their communication skills by discussing about the Preamble.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 3	Topic	Learning Objectives	Learning Outcomes
ELECTORAL POLITICS	Why elections?	Critical analyzation that why elections considered essential.	Recognizes differences /different perspectives /different situations, etc. In order to demonstrate sensitivity and appreciation skills.
		Able to understand the process which makes elections democratic.	
		Able to understand that no other way selecting representatives without election.	
	What is our system of elections?	Comparative analysis of the countries that how non democratic countries are also holding the elections.	
		build their critical thinking skills	
		Will able to understand the one vote one value and accordingly our Indian constituencies has divided.	
		Able to inculcate the value of reserved constituencies so the Parliament and Assemblies would not be deprived of the voice of a significant section of our population.	
	What makes elections in India democratic?	Develop a sense of citizenship.	
		Respect the value of Independent Election Commission.	
		Will able to examine the challenges of free and fair elections.	

	The Sense of Collective Belonging	Appreciate, accept and adopt the electoral system	
		Enhance their communication skills by discussing on electoral system of India.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 4	Topic	Learning Objectives	Learning Outcome
WORKING OF INSTITUTIONS	How is the major policy decision taken?	Critical analyzation of each institution those are taking the decisions.	Examines and evaluates the given known or unknown given texts /visuals /political analysis /etc. in order to identify assumptions /biases /prejudice /stereotypes.
		Able to understand need and importance of all the political institutions for ensuring the security of the citizens and providing facilities.	
		Appreciate the institution that how their delays and complications are also useful.	
	Parliament Political and permanent executive	Critical thinking on why do we need a parliament?	
		build their critical thinking skills	
		Able to differentiate between political and permanent executives.	
	Judiciary	Understand in democracy the political executives have more power than the permanent.	
		Will able to get the importance of independent judiciary.	
		Critical analysis of role of Judiciary in democratic countries..	
	The Sense of Collective Belonging	Appreciate that the judiciary of India is the most powerful in the world.	
		Appreciate and accept that how all these institutions together carry on the work of government.	

		Enhance their communication skills by discussing on how the Institutions are important in a country.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 5	Topic	Learning Objectives	Learning Outcome
DEMOCRATIC RIGHTS	Life without Rights	Examine the case studies of Prison in Guantanamo Bay Ethnic massacre in Kosovo. Citizens' rights in Saudi ARABIA	Recognizes differences /different perspectives /different situations, etc. In order to demonstrate sensitivity and appreciation skills: For example, the learner.
		Analyzation of the situations where people were deprived of their rights.	
		Develop a respect towards the every people.	
	Rights in democracy	Appreciate democracy that how it gives the rights to its citizens.	
		Critical thinking that how rights are reasonable claims.	
		Analyse the situation when rights have placed higher than the institutions.	
		Enhance decision making with critical thinking	
	Rights in the Indian constitution.	Understand and Appreciate fundamental rights.	
		Critical thinking towards securing these rights..	
		Critical Analysation on the role of National Human Right Commission	
	The Sense of Collective Belonging	Appreciate that our constitution and law offers a wider range of rights. Scope of rights has expanded.	

		Enhance their communication skills on debating on fundamental rights should be absolute or not.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	
Chapter 1	Topic	Learning Objectives	Learning Outcome
THE FRENCH REVOLUTION	French Society During the Late Eighteenth Century	Examine the case studies of the French Society of three Estates and subsistence crisis.	Recognizes and retrieves facts, figures and narrate processes.
		Poses questions and undertakes research in order to demonstrate skills of inquisitiveness / enquiry for Legacy of French revolution in India and the world and weave the story /concept of French revolution.	
		Appreciate / recognize the efforts of the third estate in bringing end to the privileges of the first estate and value the social equality that they enjoy today.	
	The Outbreak of the Revolution	Extrapolates in order to predict events and phenomena, such as outbreak of revolution	
		Declaration of the Rights of Man and Citizen.will help them build and carry on with the ideas of unity in diversity in contemporary societies	
		Acquaintance with the writings and ideals of different political groups and individuals will empower them to take designed political decisions	
France Abolishes Monarchy and Becomes a Republic	Examines and evaluates the information given in any of the several formats, both known and unknown, in order to interpret Symbols which, stand for liberty, equality and fraternity	Explains cause and effect relationship between phenomena, events and their occurrence.	

		Describes phenomena, events and their occurrence in order to explain cause and effect of the shift from a Monarchy to a Republic	
	Did Women have a Revolution	Recognises social diversity and perseverance shown by the women to get right to equality /vote	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	
Socialism in Europe and the Russian Revolution	The Age of Social Change	Construct views on the basis of written accounts of historical legend makers	Recognizes and retrieves facts, figures and narrate processes.
		Understand the birth of different ideologies like Liberalism, Radicalism and Conservatism that re – structured the society	
		Influence of the ideas of thinkers like Karl Marx and Friedrich Engels	
		Impact of socialism on the polity of different nations in Europe	
		Understand the importance of St Petersburg and Moscow as industrial pockets and witness rise of Vladimir Lenin in the Tsarist Russia	
		Discern the causes, events and Political results of the 1905 Revolution	
		Evaluate the circumstances that led to the division of the World in two warring groups European alliances and the Central powers.	
	The February Revolution in Petrograd	Describe political upheaval witnessed by different social groups (women, workers and soldiers) in formation of Petrograd Soviet and bringing down of the monarchy by February Revolution 1917	

		Discuss the formation Communist Party from the Bolshevik Party and the Lenin's fear of dictatorship and The Revolution of October 1917	
	What Changed after October?	Notifies the following changes: Concept of nationalized industries and banks and one party state Capitalist world v /s socialism	
	The Global Influence of the Russian Revolution and the USSR	Transformation of the socialism into a global face. Socialism became an internationally accepted concept and reached different nations in different forms.	
Nazism and the Rise of Hitler	Birth of the Weimar Republic	Evaluates and learns problem solving skills by understanding events like the defeat of Imperial Germany, the abdication of the emperor, Devastating worldwide economic crises and proletarianization, threat to the very concept of Democracy	Recognizes and retrieves facts, figures and narrate processes.
	Hitler's Rise to Power	Examines Hitler's strategically crafted conspiracies to seize the power and initiate second world war to avenge Germany's defeat in first world war	
	The Nazi Worldview	Learn about the two - fold injustice committed by the Nazis a. Racial Hierarchy, concept of Lebensraum to justify Nazi's act of revenge Mass murder of 'undesirables with in Germany	
	Youth in Nazi Germany	Survey the strategically designed ideological training, segregation of undesirables and violent nationalism.	
	Ordinary People and the Crimes Against Humanity	Gauge the dreaded - special treatment, final solution (for the Jews) euthanasia (for the disabled), selection and disinfections. 'Evacuation of the undesirables and Holocaust.	

Forest Society and Colonialism	Why Deforestation?	Comprehend about the colonial exploitation of forest resources for their industries, railways etc by the imperial nations.	Draws inter-linkages within Social Science.
	The Rise of Commercial Forestry	Learns about the impact of the Forest laws on the people of the forest villages	
	Rebellion in the Forest	Understand the causes of the rebellion by the villagers against beggar and forest reservations	
	Forest Transformations in Java	Case study of woodcutters of Java will enable learners to understand international dynamics of the Colonial exploitation of forest resources including the war needs.	
Pastoralists in the Modern World	Pastoral Nomads and their Movements	Identify and recognise the importance of Nomadism and historical significance of pastoral culture.	Draws inter-linkages within Social Science
		Recognize banjaras as a trading community	
	Colonial Rule and Pastoral Life	Evaluates the impact of reduced grazing lands into cultivated farms, waste land act and loss of traditional occupation and deterioration of animal stock	
	Pastoralism in Africa	Construct views on reduced pasturelands due to reserves and boarder restrictions, prohibited movement out of the reserved area	