

## SOCIAL SCIENCE

The Social Science syllabus has been divided into three units :

Geography	Unit-I	<b>Resources and Development</b>
History	Unit-II	<b>Our Past-III</b>
Political Science	Unit-III	<b>Rule of Law and Social Justice</b>

One written examination for the whole syllabus is to be conducted at the end of the academic year (2023-2024) for **80 marks**. Question paper for this annual examination will be sent by DAVCAE. **20 marks** have been allotted for internal assessment as per details given below :

### Guidelines for Internal Assessment :

It is suggested that the Internal Assessment is to be carried out as given below :

S. No.		Total Weightage out of (20 Marks)
1	<b>Periodic Tests - Pen and paper test</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</b> For example, ❖ Quiz, Debates, Role play, Group discussion ❖ Visual Expression, Interactive Bulletin Boards, Gallery walk, Exit cards, Concept Maps, Peer Assessment, Self-Assessment etc. ❖ Field surveys/research or interview (with questionnaires). ❖ Topics presentation through comic/animation/story telling ❖ Skit play, extempore-investigative research work comprising questionnaires followed by concept viya-voice. (Any other relevant activity)	5

3	<b>Subject Enrichment Activities (Projects Work)</b> ❖ Map Magazine/Map Album ❖ Mock Parliament ❖ Bulletin Board ❖ Wall Magazine/E-Magazine/News Letter designing ❖ Innovative Assignment (Any other relevant activity can be done in the class)	5
4	<b>Portfolio</b> • Class work/Home work or • Achievements of the student in the subject throughout the year or • Participation and contribution of the student in different activities like quiz on Heritage India etc. <b>Assessing the Portfolio (Guidelines for teachers)</b> • Organisation - Neatness & visual appeal • Completion of guided work focused on specific curriculum objectives. • Evidence of students growth Inclusion of relevant work (completeness)	5

### DETAILED SYLLABUS

The details of syllabus, content, number of periods and marks allotted to each unit for each of the three components : geography, history and political science of syllabus are given below :

Chapter No.	Name of the Chapter	No of Periods Allotted	Marks Assigned
<b>GEOGRAPHY - UNIT-I : RESOURCES AND DEVELOPMENT</b>			
1	Resources and Development	6	4
2	Resources : Utilization and Development	9	7

3	Natural Resources : Land, Soil and Water	7	7
4	Mineral and Energy Resources	4	Internal Assessment using multiple strategies (Tool 2)
5	Agriculture	14	To be Assessed in Periodic Tests only and will not be evaluated in the Annual Examination.
6	Manufacturing Industries	11	To be Assessed under subject enrichment activity (Tool 3)
7	Human Resources	9	7
	<b>Total</b>	<b>60</b>	<b>27</b>
<b>HISTORY - UNIT-II : OUR PASTS-III</b>			
8	The Modern Period	4	3
9	Establishment of company Rule in India	12	Internal Assessment using multiple strategies (Tool 2)
10	Colonialism : Rural and Tribal Societies	7	5
11	The first war of Independence-1857	9	7
12	Impact of British Rule on India	4	To be Assessed under subject enrichment activity (Tool 3)
13	Colonialism and Urban Changes	7	To be assessed in Periodic tests only and will not be evaluated in the Annual Examination
14	The nationalist Movement (1870-1947)	13	7
15	India Marches ahead	10	4
	<b>Total</b>	<b>66</b>	<b>27</b>

<b>POLITICAL SCIENCE - UNIT - III : RULE OF LAW AND SOCIAL JUSTICE</b>			
16	Our constitution	10	6
17	Fundamental Rights, Fundamental Duties and Directive Principles of State policy	9	4
18	The Union Government: The Legislature	9	5
19	The Union Government: The executive	8	6
20	The Union Government: The Judiciary	9	5
21	Social Justice and the Marginalised	4	To be Assessed in periodic tests only and will not be evaluated in the Annual Examination
22	Safeguarding the Marginalised	5	To be assessed under subject Enrichment activity (Tool 3)
	<b>Total</b>	<b>54</b>	<b>26</b>

The distribution of marks over different aspects relating to project work is as follows:

S.No.	Aspects	Marks
1.	Content, Accuracy, Originality and Analysis	2
2.	Presentation and Creativity	2
3.	Viva Voice	1

**Project work may be evaluated for 20 marks and reduce it to 5 marks**

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

Types of questions	VSA 1 Mark	2 Marks	3 Marks	source based questions 4marks	LA 5 marks	Map	Total
No. of questions	20	3	5	1A & B	5	1-A & B	35
Marks	20	6	15	8	25	6	80

\* Easy - 25%

\* Average - 50%

\* Difficult - 25%

General Instructions-

1. About 30% questions are to be competency based.
2. Projects and subject enrichment may also be related to multilingualism.
3. Projects may be related to art /ICT or Sports integration.
4. Teaching learning process should focus on real life examples and experiences of the learners.

**Learning Outcomes :**

After studying the prescribed syllabus, the learners will be able to :

- recognize the importance of the issues included in the textbook and relate those to their daily life.
- learn the need of conservation of resources and the concept of sustainable development.
- comprehend the relation between resources and development.
- gain knowledge about the different sources of information of modern period and reflect on them.
- have an idea of the various historical developments that took place in the Modern period of Indian history.
- explain the process of the establishment of colonial rule in India and its impact.
- appreciate the contribution of various social reformers, struggle for freedom by nationalist leaders and the people of India as a whole.
- realize the social, political and economic developments after independence.

- 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.
- form their own opinion about different issues included in the textbook.
- 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 democratic way of life, secularism, social justice, and humanitarianism, dignity of labour and scientific attitude.

#### UNIT WISE SYLLABUS GEOGRAPHY

**Unit-I : Resources and Development**

**Ch-1 Resource : Utilization and Development (6 Periods)**

**Contents : (4 Marks)**

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

**Learning Outcomes :** After studying the lesson the learners will be able to:

1. Explain the meaning of resources, classification and uses of resources.
2. Realize the need and methods of conservation of resources and the meaning of sustainable development.

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

**Contents : (7 Marks)**

- Land Resources - Land use
- Soil resources
  - factors affecting soil formation
  - soil conservation

- Water Resources
- Pollution of water and its conservation

**Learning Outcomes :** After studying the lesson the learners will be able to :

1. explain the significance of natural resources like land, soil and water.
2. compare the land use patterns of selected countries.
3. recognise the factors influencing soil formation, the causes of soil erosion, need and ways for the conservation of soil.

### **Ch-3 Natural Resources : Vegetation and Wildlife (7 Periods)**

**Contents : (7 Marks)**

- Natural Vegetation
- Classification of forests
  - (a) Tropical Hardwood Forests
  - (b) Mediterranean Forests
  - (c) Temperate Softwood Forests
- Advantages of forest
- Wildlife
  - (a) National Parks
  - (b) Wildlife Sanctuary

**Learning Outcomes :** After studying the lesson the learners will be able to :

1. Learn about the different types of forests, wildlife, national parks and sanctuaries.

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

(Internal Assessment using multiple strategies (Tool 2))

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

**Contents :**

- 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 World)
- Types of Energy Resources - Conventional and Non-Conventional sources of energy.
- Conservation of energy resources.

**Learning Outcomes :** After studying the lesson the learners will be able to :

1. explain the occurrence of different minerals, the classification of mineral resources and its distribution in India/world.
2. understand the need to conserve mineral and energy resources and suggest measures for it.

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

To be assessed in Periobic Test only and will not be evaluated in the annual examination

**Contents :**

- Importance of agriculture
- Factors affecting agriculture
- Types of agriculture : subsistence agriculture and commercial agriculture 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 USA and India.

**Learning Outcomes :** After studying the lesson the learners will be able to :

1. explain the meaning and importance of agriculture. Factors affecting agriculture and types of agriculture practiced in different parts of the world.
2. classify different crops on the basis of geographical conditions and main areas of their production.

3. compare the development of agriculture in developed and developing countries (USA and India).

**Ch-6 Manufacturing Industries (13 Periods)**

(To be assessed under Subject Enrichment Activity (Tool 3))

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

**Contents :**

- Importance of Manufacturing Industries
- Classification of Industries on the basis of:
  - (a) Size
  - (b) Nature of Finished Products
  - (c) Source of Raw Material
  - (d) Ownership
- Factors affecting 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

**Learning Outcomes :** After studying the lesson the learners will be able to :

1. Explain the meaning of manufacturing industry, industrial development, industrial region, information technology, classify industries and understand the factors that influence location of an industry.
2. explain important facts of the following industries-
  - (a) Iron and steel industry (Jamshedpur)
  - (b) Cotton textile industry (Ahmedabad and Osaka)
  - (c) Information technology (Bangalore and Silicon Valley)

**Ch-7 Human Resources (9 Periods)**

**Contents : (7 Marks)**

- Concept of human resource

- Distribution of Population
- India : Land - Man Ratio
  - (a) Density of population : states with low, moderate and high density
- Factors Affecting Distribution of Population
  - (a) Physical Factors
  - (b) Economic factors
- Growth of Population
- Composition of human Resources
  - (a) Age Structure
  - (b) Sex ratio
  - (c) Literacy rate

**Learning Outcomes :** After studying the lesson the learners will be able to :

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

**MAP WORK**

**GEOGRAPHY (4 MARKS)**

Test Items for Identification

**Note :** On the outline political map of the world

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

- a. Areas of High Rainfall - Equatorial regions of
  - (i) South America,
  - (ii) Africa
  - (iii) South East Asia.
- b. Areas of Low Rainfall -
  - (i) Sahara deserts
  - (ii) Kalahari Desert
  - (iii) Arabian Plateau
  - (iv) Central and western Australia

**Ch-3 Natural Resources : Vegetation and Wildlife**

- a. Tropical Evergreen Forests



- (i) Amazon basin in South America
- (ii) Congo basin in Africa
- (iii) South-East Asian countries
- b. Tropical Deciduous Forests in
  - (i) North America
  - (ii) South America
  - (iii) Asia
- c. Mediterranean Forests
  - (i) Europe
  - (ii) Africa
- d. Temperate Softwood Forests
  - (i) North America
  - (ii) Europe
  - (iii) Asia

## HISTORY

### Ch-8 The Modern Period

(4 Periods)

#### Contents :

(3 Marks)

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

**Learning Outcomes :** After studying the lesson the learners will be able to:

- Explain the changes in the Modern period of Indian history through the given sources of information.

### Ch-9 Establishment of Company Rule in India

(12 Periods)

**Note:** For multiple assessment using tool no. 2

#### Contents :

- Trading company
- 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 Baxur
- 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

**Learning Outcomes :** After studying the lesson the learners will be able to :

- Explain the role of East India Company in establishing new trading centres in India.
- Explain systematic expansion of East India Company in India, that led to establishment of British Empire.

### Ch-10 Colonialism : Rural and Tribal Societies

(7 Periods)

#### Contents :

(5 Marks)

- Colonial Agrarian Policy and its impact
  - a. Zamindari System
  - b. Ryotwari System
  - c. Mahalwari System
- Growth of commercial crops
- Conditions of the farmers
- Revolts by farmers
- Colonialism and the tribal societies
- Impact on the tribal life
- Tribal revolts
- Effects of colonialism on crafts and industries

- Modern Industries in India

**Learning Outcomes :** After studying the lesson the learners will be able to :

- Explain different Land Revenue Systems and their impact, revolt by the farmers.
- analyse reasons behind the exploitation of tribal and their revolts.
- recognise 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)**

**Contents : (7 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.

**Learning Outcomes :** After studying the lesson the learners will be able to :

- Explain the causes of 1857 revolt, its nature, important centres and leaders involved in the revolt.
- 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 in India (4 Periods)**

(To be Assessed under Subject Enrichment Activity (Tool 3))

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

#### **Contents :**

- 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. Ramasamy
  - e. Swami Dayanand Saraswati
  - f. Dr. Bhimrao Ambedkar
  - g. Mahatma Gandhi
- Impact of the reform movements

**Learning Outcomes :** After studying the lesson the learners will be able to :

- Explain the education policy of the Britishers and its impact in India.
- Recognize the role of different social evils existing in the Indian society.
- Assesses the impact of social reforms on Indian Society.

#### **Ch-13 Colonialism and Urban Changes (7 Periods)**

**Note :** Internal Assessment (Periodic Test)

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

#### **Contents :**

- De-urbanisation
- Urbanisation of Calcutta and Delhi
- Police in Delhi
- Railways under The British
- British impact on Indian Painting, Literature and Architecture

**Learning Outcomes :** After studying the lesson the learners will be able to :

1. Describe the process of De-urbanisation.

2. Explain the process of urbanisation of Calcutta and Delhi.
3. Explain the formation of Police System in Delhi.
4. Recognise the reasons for introduction of railways by the British in India.
5. Assess the impact of the British policies on Indian painting, literature and architecture.

**Ch-14 The Nationalist Movement (1870-1947) (13 Periods)**  
**Contents : (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 Chemsford 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
- Subhash Chandra Bose
- Towards Independence

**Learning Outcomes :** After studying the lesson the learners will be able to :

1. Access the circumstances that led to the formation of Indian National Congress.
2. Recognise the role of moderates and radicals in the Indian freedom struggle.

3. Explain the different developments in nationalist movement from 1870-1947.
4. Appreciate the role of Mahatma Gandhi, Subhash Chandra Bose, and other national leaders and the significance of mass movements.

**Ch-15 India Marches Ahead (10 Periods)**  
**Contents : (5 Marks)**

- 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?

**Learning Outcomes :** After studying the lesson the learners will be able to :

1. Recall the main features of the Indian Independence Act 1947.
2. Realise the significance of Indian Constitution and working of Indian democracy.
3. Explain the path of India's economic and agricultural growth.
4. Highlight the main features of India's foreign policy and India Vision 2020.

**MAP WORK**  
**HISTORY (2 MARKS)**

(For locating and labelling of the following items)

**Note :** On the outline political map of the India

**Ch-11 The First War of Independence-1857**

- Meerut
- Delhi
- Gwalior
- Kanpur
- Lucknow



- Barrackpore
- Jhansi

#### Ch-14 The Nationalist Movement (1870-1857)

- Bombay — Formation of INC
- Lucknow — Lucknow Pact
- Amritsar — Jallianwala Bagh Massacre
- Dandi — Dandi March
- Surat — Moderates and radical split
- Calcutta — Call for Swaraj made in Congress Session
- Champaran — First movement for peasants by Gandhiji
- Chauri Chaura — Incident due to which Non-Cooperation Movement was called off

### POLITICAL SCIENCE

#### Ch-16 Our Constitution

(10 Periods)

##### Contents :

(6 Marks)

- 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

**Learning Outcomes :** After studying the lesson the learners will be able to :

1. Explain the meaning and need of the constitution.
2. Identify the important features, ideals and values contained in the constitution.
3. Assess the importance of the rule of law.

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

##### Contents :

(4 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 of Fundamental rights
- Fundamental Duties
- Directive Principles of State Policy
- Secularism
- Indian Secularism

**Learning Outcomes :** After studying the lesson the learners will be able to :

1. Describe the Fundamental Rights and Fundamental duties as enshrined in the Constitution of India.
2. Explain the significance of Directive Principles of State Policy.
3. Realize the importance and uniqueness of Indian Secularism.

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

##### Contents :

(5 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

**Learning Outcomes :** After studying the lesson the learners will be able to :

1. Realise the need for federal structure in India.
2. Explain the significance of division of powers and subjects between different levels of government, the composition, functions of Union Parliament (Lok Sabha & Rajya Sabha), the role of Speaker in Lok Sabha and Chairman in Rajya Sabha.

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

**Learning outcomes :** After studying the lesson the learners will be able to :

1. Explain the nature and working of the Parliamentary system of government, differentiate between real and nominal Executive.
2. Comprehend the process of election of the President of India and its impeachment.
3. Understand the powers and functions of the President and Vice President.
4. Able to identify the composition, powers and functions of the council of Ministers and Prime Minister of India.
5. Value the significance of coalition government in the present day politics

**Ch-20 The Union Government : The Judiciary (9 Periods)**  
**Contents : (5 Marks)**

- Independence of Judiciary
- Types of Cases
- Single Unified and Integrated Judicial System
- Supreme Court of India
  - (a) Organisation/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) Organisation / Composition
  - (b) Qualifications
  - (c) Emoluments
  - (d) Tenure and Removal
- Powers and Functions of High Court
- Subordinate Courts
  - Civil Courts
  - Criminal Courts
  - Revenue Courts
- Lok Adalats
- Public Interest Litigation

**Learning Outcomes :** After studying the lesson the learners will be able to :

1. Explain the concept and importance of independent judicial system in India.
2. Know about the jurisdiction and function of Supreme Court, High Courts and Subordinate Courts.

**Ch-21 Social Justice & the Marginalised (4 Periods)**  
**(To be assessed in periodic Test only and will not be evaluated in the annual examination))**

**Note :** This chapter is meant only for project work and is not to be included in 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 teacher.

**Contents :**

- Meaning of marginalised groups
- Scheduled castes and scheduled tribes
- Reservation

- Other backward classes
- Minority groups

**Learning Outcomes :** After studying the lesson the learners will be able to :

1. Explain the meaning of marginalised groups and their problems, Constitutional provisions for safeguarding their interest.
2. Appreciate the steps taken by the government for the welfare of the minorities and the marginalized groups.

**Ch-22 Safeguarding the Marginalised (5 Periods)**

**Note :** To be assessed under Subject Enrichment Activity. (Tool 3)

**Contents :**

- 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 rehabilitation of Manual Scavengers
- Programmes launched by the government for the upliftment of the weaker sections.
- People's aspirations and our National Goals.

**Learning Outcomes :** After studying the lesson the learners will be able to :

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

**LIST OF SUGGESTED CLASS ACTIVITIES/PROJECT/  
EXPERIMENTS/PRACTICALS FOR INDIVIDUAL WORK/  
GROUP WORK/PORTFOLIO & SUBJECT SKILLS &  
EXPERIENTIAL LEARNING**

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

**GEOGRAPHY**

Suggested Projects and Activities from chapter 6- Manufacturing Industries.

- Identify any one industry on the basis of size in your village/ locality and collect the following data. Present the collected information in a creative form by incorporating art integration.
  - Type of industry
  - Product manufactured
  - Number of people employed and their average income
  - Investment in the unit
  - Output of the unit
  - Market reach
  - Limitation and Problems faced by the manufacture.
  - Suggested solutions to overcome the problems.
- Select any one of the industries given below on the basis of ownership and prepare a case study on it.
 

(i) TISCO	(iv) Lijjat Papad
(ii) Reliance	(v) Infosys
(iii) Amul	(vi) Wipro
- Bulletin Board Presentation/Wall magazine/E-magazine
  - Types of Industries

- Growth of IT industry in India
- Importance of Industries

or

any other relevant activity

Suggested Projects in History

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

**Project - 1 :** Prepare a photo album/PPT/movie/News Letter/ Foldeable/Flashcard/Photo story/brochure on the given topics -

- Positive impact of British system of education on India
- Negative impact of British system of education on India
- suggest any two topics that you think should be included in your S.St. syllabus.

**Project - 2 :** Prepare a scrap file/Photo album/PPT/foldable on any one of social reformers mentioned in your chapter - 12. It must include.

- Map of India-Identify the state to which the reformer belonged.
- Picture
- Bio sketch
- Contribution
- Any other relevant information

Suggested Projects/Activities in Political Science Chapter 22 :  
Safeguarding the Marginalised

- Prepare a foldable/calendar/Newsletter/PPT/wheel etc. on the different programmes launched by the government of India for the upliftment of the weaker section of the society.
- Design a Poster/advertisement to raise awareness about the different programmes (any one) launched by the government of for the welfare of the people.