



CLASSES REQUIRED	07
TOPIC	FOREST AND WILDLIFE RESOURCES
CONCEPT & SKILLS	<ul style="list-style-type: none"> ➤ Basic concept of Ecological system ➤ Importance of biodiversity in human life ➤ Categories of existing plants and animal species put forward by International Union for Conservation of Nature. ➤ Causes of depletion of Flora and Fauna ➤ Benefits of conservation of biodiversity ➤ Various Categories of forests from the administrative point of view. ➤ Role of govt. for the conservation of biodiversity in India ➤ Role of local communities for the conservation of flora and fauna in India. ➤ Skill: Students will be seen one category of forest which is under Kashmir Administration. ➤ Report making ➤ Collage making
LEARNING OUTCOMES	<ul style="list-style-type: none"> ➤ After discussing the various concepts students are able to understand, interpret, perceive the following: ➤ As forests are the primary producers on which we humans and wildlife depend ➤ How biodiversity maintains ecological balance? ➤ The IUCN has classified biodiversity into: Normal, Endangered, Vulnerable, Rare, and Endemic and Extinct species. ➤ Depletion of biodiversity by agricultural expansion, enrichment plantation, development projects, mining, habitat destruction. ➤ It preserves the genetic diversity of plants and animal. ➤ Forests have been classified into Reserved, Protected and Unclassed. ➤ What are the step govt. taking for the conservation of biodiversity? ➤ How is the role of local in communities preserving the genetic biodiversity in India?
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> ➤ All Class room instructional tool, video clips, reports, Maps. references: ➤ Full marks Social Science ➤ Future Track ➤ Together with
PEDAGOGY	<ul style="list-style-type: none"> ➤ Discussion ➤ Brain Storming ➤ In-test Questions ➤ Concept Formation ➤ Concept Mapping
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> ➤ Group Activity ➤ Individual Activity ➤ Oral test
ASSESSMENT	<ul style="list-style-type: none"> ➤ The students will be assessed through pen paper test, Map work, Group activity, Individual activity, oral tests, Assignments, Projects, Work sheet.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> ➤ All the topics of this chapter shall be kept for formative assessment second (FA1) as well as for summative assessment first (SA1).



CLASSES REQUIRED	05
TOPIC	WATER RESOURCES
CONCEPT & SKILLS	<ul style="list-style-type: none">➤ Sources of water.➤ Distribution and utilization of water resources.➤ Multi-purpose river valley projects.➤ Water scarcity.➤ Need for conservation and management of water.➤ Rainwater harvesting.
LEARNING OUTCOMES	<ul style="list-style-type: none">➤ The students will be able to learn about the sources from which their is receiving water.➤ Understand the ratio between demand and supply of water.➤ Understand the need of water conservation.➤ Realise the need to maintain fresh water conservation.➤ Generate awareness on rainwater conservation.➤ Acquire the knowledge of the distribution of rivers and the dams constructed on them.➤ Understand the need to utilize the rivers or underground water in different parts of India.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">➤ All Class room instructional tool, video clips, reports, Maps. <p><u>References:</u></p> <ul style="list-style-type: none">➤ Full marks Social Science➤ Future Track➤ Together with
PEDAGOGY	<ul style="list-style-type: none">➤ Discussion➤ Brain Storming➤ In-test Questions➤ Concept Formation➤ Concept Mapping
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none">➤ Group Activity➤ Individual Activity➤ Oral test
ASSESSMENT	<ul style="list-style-type: none">➤ The students will be assessed through pen paper test, Map work, Group activity, Individual activity, oral tests, Assignments, Projects, Work sheet.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	All the topics of this chapter shall be kept for summative assessment first (SA1).



CLASSES REQUIRED	08
TOPIC	AGRICULTURE
CONCEPT & SKILLS	<ul style="list-style-type: none">➤ Basic concept of Agriculture➤ Primitive subsistence farming is soil friendly.➤ Agricultural growth rate is decelerating in India.➤ Agricultural output is low in India despite 63% of population and large areas of land under agriculture.➤ Genetically modified crops are the need of the hour.➤ Diversifying cropping pattern will increase yield and satisfy farmer's need.➤ Major cropping seasons in India.➤ Contribution of agriculture to the national economy, employment and output.
LEARNING OUTCOMES	<ul style="list-style-type: none">➤ The students will be able to:➤ Understand the characteristics of Indian farming in specific regions, their outcomes, positive and negative impacts.➤ Analyze the reasons for poor output➤ Gain experience of inputs in farming➤ How farming methods depend on the kind of crop, soil and climate?➤ How a farmer makes his living out of his work?➤ Understand the concept of genetically modified crops their advantages and disadvantages.➤ Follow the economic background and population problems to initiate a particular type of food production.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">➤ All Class room instructional tool, video clips, reports, Maps. <p><u>References:</u></p> <ul style="list-style-type: none">➤ Full marks Social Science➤ Future Track➤ Together with
PEDAGOGY	<ul style="list-style-type: none">➤ Discussion➤ Brain Storming➤ In-test Questions➤ Concept Formation➤ Concept Mapping
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none">➤ Group Activity➤ Individual Activity➤ Oral test
ASSESSMENT	<ul style="list-style-type: none">➤ The students will be assessed through pen paper test, Map work, Group activity, Individual activity, oral tests, Assignments, Projects, Work sheet.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	All the topics of this chapter shall be kept for summative assessment first (SA1).



Class 10 th	CYCLE –2 nd
CLASSES REQUIRED	15
TOPIC	Mineral and Energy Resources
CONCEPT & SKILLS	<ul style="list-style-type: none"> ➤ Homogenous naturally occurring substances. ➤ Need of minerals for all living organisms. ➤ Occurrence of minerals by various processes. ➤ Mineral ore, mining, placer deposits and rocks. ➤ Classification of minerals ➤ Metallic minerals: Iron ore, Manganese, Copper, and Aluminium. Ferrous and Non-ferrous metallic minerals ➤ Non-metallic minerals: Mica, Limestone. ➤ Conservation of minerals. ➤ Conventional sources of energy: Coal, Petroleum and Natural gas. ➤ Non-conventional sources of energy: Solar energy, Wind energy, Biogas, Tidal energy, Geo-thermal energy. ➤ Conservation of energy resources. ➤ Report making ➤ Collage making
LEARNING OUTCOMES	<ul style="list-style-type: none"> ➤ The students will be able to: ➤ Understand the importance of minerals for all living organisms. ➤ Analyze where these minerals are found. ➤ Gain experience for conservation of mineral resource particularly exhaustible minerals. ➤ How minerals are classified into various types? ➤ How and why energy resources are conserved? ➤ Understand how electricity is generated by various sources of energy such as solar radiations, winds, tides, heat from interior of the earth etc. ➤ Examine the mining and its various types. Rate hole mining.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> ➤ All Class room instructional tool, video clips, reports, Maps. references: ➤ Full marks Social Science ➤ Future Track ➤ Together with
PEDAGOGY	<ul style="list-style-type: none"> ➤ Discussion ➤ Brain Storming ➤ In-test Questions ➤ Concept Formation ➤ Concept Mapping
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> ➤ Group Activity ➤ Individual Activity ➤ Oral test
ASSESSMENT	<ul style="list-style-type: none"> ➤ The students will be assessed through pen paper test, Map work, Group activity, Individual activity, oral tests, Disaster Management Projects, Work sheet.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> ➤ All the topics of this chapter shall be kept for formative assessment second (FA3) as well as for summative assessment first (SA2).



CLASSES REQUIRED	10
TOPIC	Manufacturing Industries
CONCEPT & SKILLS	<ul style="list-style-type: none">➤ Basic concepts of manufacturing industries.➤ Importance of manufacturing industries.➤ Contribution of manufacturing industries to the national economy.➤ Factors affecting the location of manufacturing industries.➤ Agglomeration economies.➤ Classification of manufacturing industries.➤ Agro-based industries: cotton textiles, jute textile and sugar mills.➤ Mineral based industries: Iron and steel industry, Aluminium smelting➤ Chemical, fertilizer, automobile and cement industries.➤ Information technology and electronic industry➤ Industrial pollution and environmental degradation.➤ Report making➤ Collage making
LEARNING OUTCOMES	<ul style="list-style-type: none">➤ The students will be able to:➤ Understand the manufacturing sector is considered as backbone of economic development.➤ Analyze how employed in secondary activities manufacture primary material into finished goods.➤ Illustrate the various factors responsible for the industrial location.➤ Examine how to classify industries into various types.➤ Agro-based, mineral based, small scale, large scale, public sector, private sector, joint sector, cooperative sector, light and heavy industries.➤ Understand how industries are responsible for global environmental crisis.➤ How to control environmental degradation.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">➤ All Class room instructional tool, video clips, reports, Maps. references:➤ Full marks Social Science➤ Future Track➤ Together with
PEDAGOGY	<ul style="list-style-type: none">➤ Discussion➤ Brain Storming➤ In-test Questions➤ Concept Formation➤ Concept Mapping
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none">➤ Group Activity➤ Individual Activity➤ Oral test
ASSESSMENT	<ul style="list-style-type: none">➤ The students will be assessed through pen paper test, Map work, Group activity, Individual activity, oral tests, Projects, Work sheet.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none">➤ All the topics of this chapter shall be kept for formative assessment second (FA4) as well as for summative assessment first (SA2).



CLASSES REQUIRED	8
TOPIC	Life lines of national economy
CONCEPT & SKILLS	<ul style="list-style-type: none"> ➤ Need for means of transport. ➤ Roadways and their classification. ➤ Road density. ➤ Indian railway and their distribution. ➤ Uses of pipeline transport. ➤ Major sea ports of India. ➤ Inland navigation waterways. ➤ Airways and international airports of India. ➤ Personal and mass communication ➤ Favourable trade and unfavourable trade ➤ Tourism as a trade ➤ Importance of tourism. ➤ Report making ➤ Collage making
LEARNING OUTCOMES	<ul style="list-style-type: none"> ➤ The students will be able to: ➤ Understand the efficient means of transport are the pre-requisites for fast development. ➤ Analyze the advantages of road transport. ➤ Illustrate how to measure the length of roads in India. ➤ Understand various sea ports are used to export goods to other countries of the world. ➤ Differentiate personal and mass communication. ➤ Understand trade relation of India to all geographical regions of the world. ➤ How tourism promotes national integration, local handicrafts, personal pursuits, development of international understanding about our culture and heritage.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> ➤ All Class room instructional tool, video clips, reports, Maps. references: ➤ Full marks Social Science ➤ Future Track ➤ Together with
PEDAGOGY	<ul style="list-style-type: none"> ➤ Discussion ➤ Brain Storming ➤ In-test Questions ➤ Concept Formation ➤ Concept Mapping
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> ➤ Group Activity ➤ Individual Activity ➤ Oral test
ASSESSMENT	<ul style="list-style-type: none"> ➤ The students will be assessed through pen paper test, Map work, Group activity, Individual activity, oral tests, Projects, Work sheet.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> ➤ All the topics of this chapter shall be kept for summative assessment first (SA2).