



Name of the chapter	Electoral politics
Classes required	8
Concept & skills	<ul style="list-style-type: none"> • Elections • Need for Elections • Democratic elections • Our system of elections • Political competition • Election Commission • Model Code of Conduct • Incumbent • Challenges to free and fair elections • Rigging • Popular participation • Acceptance of election
Learning Outcomes	<ul style="list-style-type: none"> • Introduce the idea of representative democracy via competitive party politics. • Get familiarized with the electoral system and reasons for choosing this. • Develop an appreciation of citizen's increased participation in electoral politics. • Recognize the significance of the election commission and its functioning. • Understand the concept of electoral system, processes, electoral participation. • Understand its importance in a democratic country.
Instructional Tools & References	<ul style="list-style-type: none"> • Class Room Instructional Tools, • Maps, • PowerPoint Presentation, • Textual Book, • Internet
Pedagogy	<ul style="list-style-type: none"> • Random Questioning • Brain Storming Questioning, • Intext Questions will be discussed with the students
Activity /Assignment /Research	<ul style="list-style-type: none"> • Debate: "Is it good to have political competition" • Discussion: Advantages and disadvantages of Multi-Party System • Assignments Questions
Assessment	<ul style="list-style-type: none"> • Students will be assessed on the following:. • Confidence, • Clarity of concept, • Accuracy, • Expression Power • Organization of content.
Syllabus for Formative & Summative Assessment	FA-3 and Summative Assessment-II



Name of the chapter	Working of Institutions
Classes required	8
Concept & skills	<ul style="list-style-type: none"> • Mandal commission • Major policy decisions • Decision makers • Parliament • Functions of parliament • Political and Permanent executives • President • Prime minster • Council of Minsters • Supreme Court
Learning Outcomes	<ul style="list-style-type: none"> • Provide an overview of central governmental structures. • Understand the parliamentary system of executive's accountability to the legislature. • Get sensitized to the key role of the parliament and its procedures. • Distinguish between nominal and real executive authorities and functions. • Understanding of the powers and functions of the Lok Sabha and Rajya Sabha.
Instructional Tools & References	<ul style="list-style-type: none"> • Class Room Instructional Tools, • Maps, • PowerPoint Presentation, • Textual Book, • Internet
Pedagogy	<ul style="list-style-type: none"> • Random Questioning • Brain Storming Questioning, • Intext Questions will be discussed with the students
Activity /Assignment /Research	<p>a) Assignment Questions</p> <p>b) Classification Game: Read the following statements and place them under the proper headings of Lok Sabha & Rajya Sabha.</p> <ul style="list-style-type: none"> • Known as "Council of States". • Enjoys more powers in money matters. • Known as the 'lower house'. • Can remove the council of ministers. • Exercises real power on behalf of the people. • Looks after the interests of various states. • It is a permanent house. • No money bill can be introduced
Assessment	<p>Students will be assessed on the following:</p> <ul style="list-style-type: none"> • Confidence, • Clarity of concept, • Accuracy, • Expression Power • Organization of content.
Syllabus for Formative & Summative Assessment	FA-4 and Summative Assessment-II



Name of the chapter	Democratic Politics
Classes required	8
Concept & skills	<ul style="list-style-type: none"> • Guantanamo Bay Prison • Violation of Rights • Rights and Democracy • Fundamental Rights • Safeguard of Rights • Expanding scope of Rights • Guaranteed Rights
Learning Outcomes	<ul style="list-style-type: none"> • Develop citizens' awareness of their rights. • Appreciate fundamental rights of citizen. • Recognize the ways in which these rights are exercised and denied in real life • Situations. • Understand the judicial system and key institutions • Get awarded on fundamental rights and their importance. • explain how rights can be violated and what steps should be taken in such • Circumstances. • Recognize the ways in which these rights are exercised and denied in the real life situations.
Instructional Tools & References	<ul style="list-style-type: none"> • Class Room Instructional Tools, • PowerPoint Presentation, • Textual Book, • Internet
Pedagogy	<ul style="list-style-type: none"> • Random Questioning • Brain Storming Questioning, • Intext Questions will be discussed with the students. • At the end discussion session will held
Activity /Assignment /Research	<ul style="list-style-type: none"> • Debate: "Job reservations are not a violation of the "Right to Equality". • Discussion: Freedom of Religion. • Assignments Questions
Assessment	<ul style="list-style-type: none"> • Students will be assessed on the following:. • Confidence, • Clarity of concept, • Accuracy, • Expression Power • Organization of content. • Logical thinking • Presentation skills
Syllabus for Formative &	Summative Assessment-II



Summative Assessment	
-----------------------------	--



Name of the chapter	Popular Struggles and Movements
Classes required	8
Concept & skills	<ul style="list-style-type: none"> • Popular struggles in Nepal and Bolivia • Mobilisation and organisation • Pressure groups and movements • Sectional interest groups and public interest groups • Influence of Pressure groups
Learning Outcomes	<ul style="list-style-type: none"> • To know the activities of public interest groups and their role in promoting collective good. • To familiarize students about the pressure groups working in India, their aims and objectives and how they function.
Instructional Tools & References	<ul style="list-style-type: none"> • Class Room Instructional Tools, • Maps • PowerPoint Presentation, • Textual Book, • Internet
Pedagogy	<ul style="list-style-type: none"> • Random Questioning • Brain Storming Questioning, • Intext Questions will be discussed with the students. • At the end discussion session will held
Activity /Assignment /Research	<ul style="list-style-type: none"> • Debate: Are Pressure groups and movements healthy for democracy? • Assignment Questions • Short Answer Questions
Assessment	<p>Students will be assessed on the following:</p> <ul style="list-style-type: none"> • Confidence, • Clarity of concept, • Accuracy, • Expression Power • Organization of content. • Logical thinking • Presentation skills
Syllabus for Formative & Summative Assessment	FA-3 and Summative Assessment-II



Name of the chapter	Political Parties
Classes required	8
Concept & skills	<ul style="list-style-type: none"> • Political parties • Components of political parties • Functions of political parties • Necessity of political parties • Types of political parties • Challenges to political parties • Reformation of political parties • Suggestion of reformation
Learning Outcomes	<ul style="list-style-type: none"> • Understand the importance of political parties in a democracy. • Comprehend the various types of party systems. • Evaluate the merits and demerits of each type of party system. • Understand the national and regional political parties in India. • To understand the various party systems, their merits and demerits. • To find out which party system is suitable / not suitable for India
Instructional Tools & References	<ul style="list-style-type: none"> • Class Room Instructional Tools, • PowerPoint Presentation, • Textual Book, • Internet
Pedagogy	<ul style="list-style-type: none"> • Random Questioning • Brain Storming Questioning, • Intext Questions will be discussed with the students. • At the end discussion session will held
Activity /Assignment /Research	<ul style="list-style-type: none"> • Debate: Challenges and Measures to be taken to reform political parties. • Group discussion • Assignments Questions • Short answer questions
Assessment	<p>Students will be assessed on the following:</p> <ul style="list-style-type: none"> • Confidence, • Clarity of concept, • Accuracy, • Expression Power • Organization of content. • Logical thinking • Presentation skills
Syllabus for Formative & Summative Assessment	FA-4 and Summative Assessment-II



Name of the chapter	Outcomes of Democracy
Classes required	8
Concept & skills	<p>Outcomes of Democracy:</p> <ul style="list-style-type: none"> • Accountability • Legitimate government • Responsiveness • Development • Dignity and freedom of citizens • Accommodation of social diversity • Reduction of inequality and poverty
Learning Outcomes	<ul style="list-style-type: none"> • Understand the importance of democratic government • Realize the importance of citizen's participation in decision making. • Understand that in a democracy the government is accountable to the citizens. • Compare democratic governments with that of dictatorship in all respects including economic growth and development. • Comprehend the importance of accommodation of social diversity in a democracy. • Inculcate the value of dignity and freedom of individuals in a democracy.
Instructional Tools & References	<ul style="list-style-type: none"> • Class Room Instructional Tools, • PowerPoint Presentation, • Textual Book, • Internet
Pedagogy	<ul style="list-style-type: none"> • Random Questioning • Brain Storming Questioning, • Intext Questions will be discussed with the students. • At the end discussion session will held
Activity /Assignment /Research	<ul style="list-style-type: none"> • Picture Interpretation • Debate: <ul style="list-style-type: none"> a) Is Democratic government accountable to the people? b) Is Democratic government responsive and legitimate? c) Is Dictatorship better government to bring about economic growth? • Assignments Questions • Short answer questions
Assessment	<p>Students will be assessed on the following:</p> <ul style="list-style-type: none"> • Confidence, • Clarity of concept, • Expression Power • Logical thinking • Presentation skills
Syllabus for Formative & Summative Assessment	Summative Assessment-II



Name of the chapter	Challenges to Democracy
Classes required	8
Concept & skills	<ul style="list-style-type: none"> • Foundational challenges • Expansional Challenge • Deepening challenge • Measures to meet the challenges
Learning Outcomes	<ul style="list-style-type: none"> • Understand the challenges facing democracy. • Help students find answers to the challenges. • Help learners cherish the values of democracy. • Understand and conceptualize the lesson in a much more effective way develop an understanding of the concept of democracy • acquire knowledge and skills to face the challenges that democracy faces today
Instructional Tools & References	<ul style="list-style-type: none"> • Class Room Instructional Tools, • Maps • PowerPoint Presentation, • Textual Book, • Internet
Pedagogy	<ul style="list-style-type: none"> • Random Questioning • Brain Storming Questioning, • Intext Questions will be discussed with the students. • At the end discussion session will held
Activity /Assignment /Research	<ul style="list-style-type: none"> • Discussion: Defining democracy in self expressed words. • Assignment Questions • Short Answer Questions
Assessment	<p>Students will be assessed on the following:</p> <ul style="list-style-type: none"> • Confidence, • Clarity of concept, • Accuracy, • Expression Power • Organization of content. • Logical thinking • Presentation skills
Syllabus for Formative & Summative Assessment	Summative Assessment-II



Name of the chapter	Nationalism in India
Classes required	12
Concept & skills	<ul style="list-style-type: none">• Factors contributed in the growth of nationalism.• First World War• Satyagraha• Rowlatt Act Agitation• Jallianwalla Bagh Massacre• Khilafat movement• Non-Cooperation movement• Swaraj to Purna Swaraj• Civil-Disobedience movement
Learning Outcomes	<ul style="list-style-type: none">• Understand the characteristics of Indian nationalism through a case study of Non-Cooperation movement and Civil-Disobedience movement.• Analyze the nature of diverse social movements of the time.• Get familiarized with the writings and ideals of different political groups and Individuals, notably by Mahatma Gandhi.
Instructional Tools & References	<ul style="list-style-type: none">• Class Room Instructional Tools,• Maps• PowerPoint Presentation,• Textual Book,• Internet
Pedagogy	<ul style="list-style-type: none">• Random Questioning• Brain Storming Questioning,• Intext Questions will be discussed with the students.• At the end discussion session will held
Activity /Assignment /Research	<ul style="list-style-type: none">• Picture Interpretation: Album on Indian National Movement from 1920 to 1935.• Assignment Questions• Short Answer Questions
Assessment	Students will be assessed on the following: <ul style="list-style-type: none">• Confidence,• Clarity of concept,• Accuracy,• Expression Power• Organization of content.• Logical thinking• Presentation skills
Syllabus for Formative & Summative Assessment	FA-3 and Summative Assessment-II



Name of the chapter	Forest, Society and Colonialism
Classes required	12
Concept & skills	<ul style="list-style-type: none"> • Deforestation • Causes of deforestation Agricultural expansion Taxes and Revenue Railway Commercial Farming Royal Navy • Rise of commercial forestry • New Forest laws and its implications • Scientific forestry • Bastar Revolt • Forest transformation in Java, Indonesia • Dutch scientific forestry • Sami's challenge • World Wars and deforestation • Recent development in forestry
Learning Outcomes	<ul style="list-style-type: none"> • Understand the importance of forest products in our life. • Identify forest products out of various other products. • Understand the relationship between forests and livelihood. • Comprehend the changes in forest societies under colonialism. • Case study as source material and to compare the effects of colonialism in India and Indonesia
Instructional Tools & References	<ul style="list-style-type: none"> • Class Room Instructional Tools, • Maps • PowerPoint Presentation, • Textual Book, • Internet
Pedagogy	<ul style="list-style-type: none"> • Random Questioning • Brain Storming Questioning, • Intext Questions will be discussed with the students. • At the end discussion session will held
Activity /Assignment /Research	<ul style="list-style-type: none"> • Assignment Questions • Short Answer Questions • Listing Forest Products: Read the words given below and list them under two headings: <ol style="list-style-type: none"> a) Forest products b) Non-Forest products. <p>Latex, mobile phone, compact disc, honey, bamboo, chocolate, bangle, plate, baskets, table, chair, haldi, computer, matchstick, oil, eraser, comb, spoon, tendu leaves, mahua, cotton, jute bags, doormats, resign, gum,</p>



	<p>rubber, indigo, tulsi, book, mint, eucalyptus oil, sweet potato, berries, disposable plates, ropes, tamarind, neem, poppy, shikakai</p> <ul style="list-style-type: none">• Debate: A debate may be organized on the following topic: a) Deforestation is necessary for development.
Assessment	<p>Students will be assessed on the following:</p> <ul style="list-style-type: none">• Confidence,• Clarity of concept,• Accuracy,• Expression Power• Organization of content.• Logical thinking• Presentation skills
Syllabus for Formative & Summative Assessment	FA-4 and Summative Assessment-II



Name of the chapter	Pastoralists in the Modern World
Classes required	12
Concept & skills	<ul style="list-style-type: none"> • Factors contributed in the growth of nationalism. • First World War • Satyagraha • Rowlatt Act Agitation • Jallianwalla Bagh Massacre • Khilafat movement • Non-Cooperation movement • Swaraj to Purna Swaraj • Civil-Disobedience movement
Learning Outcomes	<ul style="list-style-type: none"> • Understand the characteristics of Indian nationalism through a case study of Non-Cooperation movement and Civil-Disobedience movement. • Analyze the nature of diverse social movements of the time. • Get familiarized with the writings and ideals of different political groups and Individuals, notably by Mahatma Gandhi.
Instructional Tools & References	<ul style="list-style-type: none"> • Class Room Instructional Tools, • Maps • PowerPoint Presentation, • Textual Book, • Internet
Pedagogy	<ul style="list-style-type: none"> • Random Questioning • Brain Storming Questioning, • Intext Questions will be discussed with the students. • At the end discussion session will held
Activity /Assignment /Research	<ul style="list-style-type: none"> • Picture Interpretation: Album on Indian National Movement from 1920 to 1935. • Assignment Questions • Short Answer Questions
Assessment	<p>Students will be assessed on the following:</p> <ul style="list-style-type: none"> • Confidence, • Clarity of concept, • Accuracy, • Expression Power • Organization of content. • Logical thinking • Presentation skills
Syllabus for Formative & Summative Assessment	FA-3 and Summative Assessment-II