

			geographical locations of India	preventive action for various disasters
5. Natural Vegetation and Wildlife.	Inter disciplinary project	Inter disciplinary project with chapter no IV of History “Forest, Society and Colonialism	Refer annexure II	Refer annexure II
6. Population	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation	<ul style="list-style-type: none"> ➤ Analyse and infer the reasons behind the uneven distribution of population in India with specific reference to UP & Rajasthan and Mizoram and Karnataka ➤ Enlist the factors that affect the population density 	<ul style="list-style-type: none"> ➤ Use a Pie -diagram to depict the population distribution in India. ➤ Group discussion and presentation on reasons behind the uneven distribution of Population
ECONOMICS				
Content	Curricular goals	Competency	Learning outcome	Suggestive Pedagogical process
Chapter 1: The Story of Village Palampur	CG-7 Develops an understanding of the economy of a nation-state, with specific reference to India.	C-7.1 Defines key features of the economy such as production, distribution, demand, supply, trade, and commerce, and factors that influence these aspects (including technology).	<ul style="list-style-type: none"> ➤ Enlist the requirements of production and comprehend the interdependence of these requirements. ➤ Corelate farming and non-farming activities to economic growth. ➤ Comprehend how the significance of conditions of farming 	<ul style="list-style-type: none"> ➤ Visit to a nearby village or local markets and interview different classes of farmers to know about their lifestyles and thereafter present in the class. ➤ Concept map/Poster making/ gallery walk to enlist the factors of production and

		C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India.	and the factors of production impact economic development. ➤ Find solutions to foster an equitable society.	evaluate their interdependence. ➤ Discussion/PPT presentation on how to eradicate poverty among farmers and trying to suggest innovative strategies to improve the farmers lifestyles.
Chapter -2 People as Resource	CG-7 Develops an understanding of the economy of a nation, with specific reference to India.	C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India.	<ul style="list-style-type: none"> ➤ Evaluate the reasons that contribute to the quality of population. ➤ Observe the different government schemes in some states and see its effect on the quality of people there by. ➤ Propose innovative strategies to resolve unemployment problems. 	<ul style="list-style-type: none"> ➤ Classroom discussions/debates on various factors that affect the quality of population. For e.g. significance of Education/Health in Human Resource Development. ➤ Make a newsletter collecting articles from newspapers/magazines etc on illiteracy and unemployment status in India and government initiative in solving the issues. ➤ Audio-Visual aids showing initiatives undertaken by the government in promoting education

				and employment in various states of India.
Chapter 3 Poverty as a challenge	CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature.	C-8.1 Gathers, comprehends, and analyses data related to poverty and unemployment in one's locality and at the national level. C-8.2 Understands and analyses the concepts and practice of the range of economic systems – from free market to entirely state controlled markets. C-8.4 Describes India's recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress	<ul style="list-style-type: none"> ➤ Comprehend the reasons of poverty in the rural and urban areas. ➤ Evaluate the efficacy of government to eradicate poverty. ➤ Compare how poverty estimates have transformed from 1993-94 to 2011-12. ➤ Corelate the link between education and poverty. 	<ul style="list-style-type: none"> ➤ PPT presentation using case study given in NCERT text on the reasons of rural and urban poverty. ➤ Declamation with data to evaluate the efficacy of government to eradicate poverty and suggest measures/ ways which can be used to minimise the same. ➤ Debate on the topic- 'Can education remove poverty?'

<p>Chapter 4 Food Security in India</p>	<p>CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature.</p>	<p>C-8.2 Understands and analyses the concepts and practice of the range of economic systems – from free market to entirely state controlled markets. C-8.4 Describes India’s recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress.</p> <p>C-8.5 Appreciates the connections between economic development and the environment, and the broader indicators of societal wellbeing beyond GDP growth and income.</p>	<ul style="list-style-type: none"> ➤ Comprehend various aspects of food security that will ensure continuity of supply to the masses. ➤ Enumerate the different features of PDS that directly address FSI. ➤ Analyse and infer the impact of Green Revolution. ➤ Analyse the causes and impact of famines/disasters in food security during pre and post independent India. 	<ul style="list-style-type: none"> ➤ Case study and group discussion to connect the link between a well-structured food security system and continuity of supply to masses. ➤ Guest Speaker programmes where govt. officials can be called to talk on FSI and PDS (Public Distribution System) ➤ Panel Discussion /seminar on the impact of the green revolution and PDS. ➤ Concept maps explaining the causes behind the famines in the colonial period and the causes and impact of recurring disasters on food security in post independent India through examples.
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