

| SST | | | | |
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| MONTH | NO. OF PERIODS | Topic | sub topic | learning objective |
| APRIL | 19 | how when and where | how important are dates | Understand the notions of the time, associate history with a string of dates, give some coherence to each era of history |
| | | | how do we periodise | |
| | | | what s colonial | |
| | | | how do we know administration | |
| | | | sources of information- merits and demerits / Writing about the | |
| | | | revision/Q-Ans discussion | |
| | | the indian constitution | test | assesment to check the progress |
| | | | what is constitution? why constitution? | Representation, understand the ways in which a balance was created between the then existing concerns and the commitment to transform independent India into a strong and democratic society |
| | | | key features of indian constitution-federalism, parliamentary form | |
| | | | separation of power, fundamental rights | |
| secularism, revision/ Making preamble and explaining the key terms | | | | |
| test | assesment to check the progress | | | |
| MAY | 19 | resources | what is a resource?, value, worth | Undertakes research in order to Classify different types of resources like natural, human made and human resource |
| | | | types of resources | |
| | | | human resource/ Collage on types of resources | |
| | | | conserving resource, revision | |
| | | | test | |
| | | trade to territory | assesment to check the progress | |
| | | | intoduction of east india company/Making a list of all foreign | Describes the emergence of the British on the political horizon of India, initially it came as a trading company |
| | | | trade in bengal | |
| | | | battle of plassey | |
| | | | battle of buxar | |
| | | | company rule expands | |
| | | | tipu sultan and anglo maratha wars | |
| | | doctrine of lapse and paramountcy | | |
| | | test | assesment to check the progress | |
| | | understanding secularism | what is secularism? | Avoids conflicts of interests and feeling of a subject by accepting that the two have different identities |
| | | | importance of secularism | |
| | | | secularism in context of india | |
| | | | closer look- examples in India/ Q-Ans | |
| closer look- examples in USA / Poster making on secularism. | | | | |
| test | Sense of equality prevails and all religions enioy equal freedom | | | |
| JULY | 21 | land water,soil | importance of land and its uses | minerals and availability of water for the land use pattern and its classification |
| | | | conservation of land resources | |
| | | | soil, soil formation, soil degradation | |
| | | | water, problems of availability, and conservation | |
| | | | natural vegetation and wildlife: distribution and conservation | |
| | | | Q/ans discussion /Presentation on different topic from the chapter. | |
| | | test | assesment to check the progress | |
| | | ruling the country side | financial administrator of the territory under its control | |
| | | | revenue for the company | Learns about the strategy to yield revenue from countryside British expanded the cultivation of opium and indigo |
| | | | needs and improvement in agriculture | |
| | | | problems faced by britishers to implement the rules | |
| | | | new systems, munro system | |
| crops for Europe- indigo and cotton | | | | |
| Britain turns to india for cultivation/ Role play/ skit on different events. | Raises questions about Rebellion by riots in Bengal and | | | |

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| | | | blue rebellion and arrival of Gandhi ji test | repressive measures adopted by the British. assessment to check the progress | | | | |
| AUGUST | 18 | tribals and dikus | who were the tribals? settled cultivation affect of colonial rule on tribals forest laws and impact search for new work closer look: Birsa munda/ Skit on birsa munda test | Understand the breaking of tribal social order and traditional functions due to forest laws Evaluate the rebellion by the tribal groups in different parts of the country against the changes in laws assessment to check the progress | | | | |
| | | | parliament and making | Why should people decide? The role of parliament functions of parliament-legislative function functions of parliament- financial function, control on cabinet role of opposition, constitutional and judicial functions Q/ans discussion / Organise a mock election with model code of test | Enables citizens of India to participate in decision making and control the government Appreciates the reflection of society in the Parliament in form of assessment to check the progress | | | |
| | | | | agriculture | types of economic activities various types of culture types of farming A farm in India A farm in USA/ Write about major crops, types of farming and test | Compare and contrast the different types of agriculture, e.g. jute, etc. Comparative Case studies of the farms in India and USA under various parameters will enable the learner to frame developmental goals in the field of agriculture assessment to check the progress | | |
| | | | | | when people rebel | nawabs lose their power the peasants and sepoys response to reforms From meerut to delhi The rebellion spread the company fights back After the revolt/ Describe the repressive measure used by the British test | Learn about the biggest collective uprising against the British rule in the nineteenth century – mutiny 1857 Describe the repressive measure used by the British against the Indians assessment to check the progress | |
| | | | | | | judiciary | What is Judiciary? role of Judiciary Independent judiciary, structure of courts, access to courts different branches of legal system Q-Ans / discussion/ Giving a situation of conflict and then asking the test | Attach significance to the judicial system in upholding the rule of law Explain three different levels of courts in our country and only one assessment to check the progress |
| | | | civilising the natives | | | | education through the eyes of britishers grave errors of the East Education for commerce what happened to local schools? new rules and routines views of different people on English education/ Painting of ancient revision/Q-Ans discussion test | “subjects” Flexible pathshalas run by Indian gurus were discouraged by regulations set by the British government Learn about the need for a wider spread of education propounded by Indian thinker and the government assessment to check the progress |
| | | | | | | | what is marginalisation? who are adivasis/ stereotypes, adivasis and development | Break the stereotypical semblance about their looks, costumes, dances etc Cement the interconnectedness between the |

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| NOVEMBER | 20 | understanding marginalis | minorities and marginalisation | stances etc.Cement the interconnectedness between the economic and social dimensions of the tribal life |
| | | | Q-Ans / discussion/ Research about cases of marginal | |
| | | | test | assesment to check the progress |
| | | women caste and reform | stereotypes of women | Apprehend the gender and caste differences prevailing in the society |
| | | | working towards change | |
| | | | different reformers | |
| | | | starting of schooling for girls | Appreciate the contribution of Indian thinkers in bringing the social reforms to uplift the society. |
| | | | women for women | |
| caste and social reforms/ Presentation on different reformers. | | | | |
| demands for Equality | | | | |
| test | assesment to check the progress | | | |
| DECEMBER | 21 | public facilities | water and the people of chennai | Identify the right to water as being a part of the Right to Life under Article 21 or universal access to water |
| | | | water as a part of fundamental rights | |
| | | | public facilities | Recognize crucial role of the government in providing public facilities |
| | | | role of govt./ Writing about What public facilities access you have and | |
| | | test | assesment to check the progress | |
| | | industries | three sectors of economy | across the world. |
| | | | types of industries | Understanding Case studies of Iron and Steel and Cotton and Textile Industries will help the learner to develop his analytical |
| | | | factors affecting location of the industries | |
| industrial system and major industries/ Presentation- our dream | | | | |
| test | assesment to check the progress | | | |
| JANUARY | 19 | the making of national m | the emergence of nationalism | Learn the method of peaceful defiance against the government's monopoly on manufacturing of the salt |
| | | | A nation in the making | |
| | | | swadeshi movement | |
| | | | mass nationalism | Emergence of Gandhi on the Indian political scenario His contribution to the attaining the Independence |
| | | | advent of mahatama Gandhi | |
| | | | rowllat satyagrah jallianwala bagh massacre/ drawing up a timeline | |
| | | | non-cooperation movement and towards independence | |
| | | test | assesment to check the progress | |
| | | law and social justice | need to know the laws about social justice | plant in the US in order to analyze the causes of the tragedy and to combat injustice against the workers |
| | | | bhopal gas tragedy | Learns about the right to Life guaranteed under Article 21 of the Constitution and need for strict adherence |
| | | | worker's worth | |
| enforcement of safety laws | | | | |
| laws to protect the environment/ Newspaper cuttings collage | | | | |
| test | assesment to check the progress | | | |
| FEBRUARY | 18 | human resource | what is human resource | population in different areas of the world |
| | | | distribution of population and factors affecting this | Evaluates the impact of Population Change analysis causes and patterns of Population Change globally |
| | | | density of population and population change | |
| | | | population pyramid/ Making a list of people who help them in any way | |
| | | | test | assesment to check the progress |