

Topic-1	The Constitution of India
Learning Outcomes	Students will be able to learn about the need for laws to govern a nation <ul style="list-style-type: none">• About the role of the constitution and the rule of law and dissent.• About the concepts of Human rights.• About the aims of & objectives of the constitution.
Previous Knowledge Testing	Previous Knowledge will be tested by asking questions: - <ul style="list-style-type: none">• What is Constitution?• What is the importance of the constitution for a Country?• Why democratic Countries need Constitution?
Vocabulary Used	Democratic, Fundamental, Arbitrary, Amendments, Consensus, Heritage.
Important Spellings	Sovereignty, Vested, Liberty, Secularism, universal, exploitations, Legislature.
Aids Used To explain the Topic	Book, Smartboards
Procedure	The Topic will be discussed with the help of students by explaining that a constitution is a written document containing the rules and regulations by which a country is governed by giving examples of all games follow certain fundamentals rules. Further it will be discussed with the help of Smart board by showing the pictures of B.R. Ambedkar & Dr Rajender Prasad that Indian Constitution Assembly features of the Indian Constitution will be discussed with the help of Students.
Students Participation	Students will create their own class room rules and will give examples of constitution – Federalism, Secularism, Fundamental rights, Short questions will be asked and done in the class, preamble will be discussed.
Resources	www.archives.gov , Pictures, Modules, main book Cardova, http://parliamentofindia.nic.in
Pedagogy	Thoughts of Ambedkar, critical Analysis of constitution, audio-Visual aids.
Recapitulation	Important points will be revised in the class with the help of students. A constitution is a written document containing rules and regulations by which a country is governed. <ul style="list-style-type: none">• Dr. B.R. Ambedkar, father of the Indian Constitution, was the chairman of Drafting Committee.• The Constitution of India came into effect on 26th January 1950

Topic-2	Secularism in India
Learning Objectives	To make students aware about <ul style="list-style-type: none">• The Importance of separation of Religion from the State• The importance of Secularism in democratic state• Aim of secularism in India and USA
Previous Knowledge Testing	<ul style="list-style-type: none">• What do you mean by Right to Equality?• What is meant by discrimination?• What is Diversity?

	<ul style="list-style-type: none"> How can religious Differences can be Accommodated?
Vocabulary Used	Bigotry, Creed, Dominant, Faction, Polygamy, Tenets, Dictats.
Important Spellings	Sponsor, Defend, Scheduled, Harmony, Dominance, Intervention, inference.
Aids/Methods Used to Explain	Book, Green Board, Chalk, Images of constitution preamble/USA Constitution.
Procedure	The topic will be discussed with the help of students that our constitution has opted the idea of Secularism which means that state has no official religion. Everyone is free to adopt any religion and prefers it on its own way. This is done to provide equality to its diverse population so that all get fair treatment and equal opportunities to prosper. Further it will be discussed that religious dominance of one community over the other is absolutely against the principle of democracy. Non-interference and intervention will be done with the help of smart Board.
Participation of Students	Students will be Asked to read the similarities and differences between the constitution of America and India and their way of practicing of secularism.
Assignments	<ul style="list-style-type: none"> Why should we keep religion away from politics and state? What does Indian Secularism guarantee Its Citizens? Why no religious Festival or practice is allowed in Government run Institutions?

1. An Introduction To Resources

Overview

This lesson aims at making the students aware about the different types of resources on the Earth and the factors based on which they are classified. Further, it explains the need to conserve these resources and to use them wisely.

Learner Outcome/Objective:

After studying the lesson, the students will be able to:

- understand the importance of resources
- identify their essential features
- classify resources according to their origin, development, renewability and distribution
- identify human made resources
- explain the importance of human resources
- explain the importance of conservation of resources
- establish the relationship between reuse and overuse of resources and the deterioration in the quality of air, water and land
- understand the significance of sustainable development of resources

Procedure

Preparation

- Presentation of visuals-based interactive smart class/ Screen sharing/ Video link

The teacher can show pictures of renewable resources, like water, sun, wind, waves and pictures of a thermal power plant.

To introduce the topic the teacher can ask several questions based on these pictures:

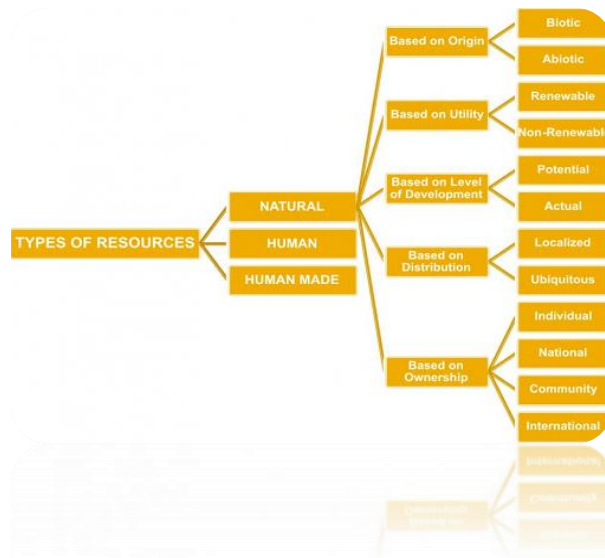
- Which resource is the most abundant?
- What is the effect of a thermal power plant on the environment?
- In which areas is the wind a useful resource?
- Which part of a country can use waves as a resource?

Lesson: The teacher explains:

- Anything present on the Earth, necessary for the survival of human beings and satisfies human needs, are resources.

TYPES OF RESOURCES

- Our beautiful Earth is full of resources. They are generally classified into three types: natural, man-made and human.



NATURAL

- Natural are used natural resources.

- Water, vegetation are

- Natural resources can be further classified on the basis of their origin, development, renewability and distribution.

- Natural resources can be classified into two categories on the basis of origin biotic and abiotic.
- Biotic resources are derived from living organisms.
- Abiotic resources are found from physical or non-living environment.
- Actual or developed resources are those resources whose total quantity and quality are presently known and which are already being used by human beings.
- Potential resources are those resources whose total available quantity is not known at present.
- Renewable or inexhaustible resources have the Capacity to reproduce, regenerate or renew by natural processes within a short span of time, e.g. air, water, solar energy, etc.
- Non-Renewable or exhaustible resources are available only in fixed amounts. They do not get

RESOURCES

substances found on the Earth that without much alteration are called

These are the gifts of nature.

soil, air, minerals and natural all natural resources.

replenished by natural processes, e.g. coal, natural gas, petroleum and minerals, like iron and copper.

- The resources on the basis of distribution can be classified into two types —ubiquitous and localised.
- Ubiquitous resources are found everywhere, for example, air, wind and sunlight.
- Localised resources are found at certain places. For example, gold, silver, copper, coal and iron.
- Many physical factors like soil, climate and altitude are responsible for the distribution of natural resources.

HUMAN-MADE RESOURCES

- These resources are created by human beings from the materials available in the environment.
- Machines, tools, buildings and other infrastructures are all examples of human-made resources.

HUMAN RESOURCES

- Human beings are the most important resources of the world. Through their knowledge and skills, they can make the best use of the natural resources.
- They can discover, exploit, develop and connect the available or potential resources into useful products.

CONSERVING RESOURCES

- Using natural resources carefully and giving them time to get renewed is called conservation of resources.
- All resources should be used wisely as the increase in population and rising demand for various goods and minerals have already caused a damage to many valuable resources.
- Due to misuse and overuse of resources to satisfy human greed, the quality of air, water and land has deteriorated.
- Also, certain species of birds, plants and animals have become extinct and those that are remaining all on the verge of extinction.
- This has created a situation in which non-renewable resources like petroleum and coal could be exhausted after some time. Thus, a balance between population growth and the utilisation of the resources is the need of the hour.

SUSTAINABLE DEVELOPMENT OF RESOURCES

- When we use natural resources wisely for today's need and also conserve them for our future generation, it is known as sustainable development.
- Effective ways by which we can conserve our resources are growing more trees, not wasting water,
 - by switching off fans and lights when not in use, etc.
 - by switching off fans and lights when not required
 - by growing trees more than those being cut

down

- by not wasting water while bathing or washing
- The future of our planet is linked with our ability to maintain and preserve the life support system that is provided to us by the nature.



Recapitulation:

- What is resource?
- What is the difference between ubiquitous and localised resources?
- Define biotic and abiotic resources.
- What is conservation of resources?
- Explain sustainable development.

Activities

1. Make a list of a few renewable resources and write down how we will be affected by their overuse.

MONTH –MAY

2. Natural Resources - Land, Soil And Water

Overview

It is a well known fact that any country's economic, social and political strength depends mostly on the available resources and their proper utilisation.

Land, soil and water are the basic resources without which life would not be possible on this Earth.

Through this lesson students will be able to know about the importance of land, soil and water and the measures to be taken for their conservation.

Learner Outcome/Objective:

After studying the lesson, the students will be able to:

- understand the importance of land as a resource
- explain the main uses of land
- describe the land patterns like mountains, plateaus and plains
- explain the measures adopted for conserving land resources
- describe the effects of landslide and the measures to be taken for managing them
- recognise the importance of soil as a resource
- describe the process of soil formation
- recall the main characteristics of each major soil type in India
- locate the major soil types on the map of India
- identify the factors responsible for the depletion of soil
- describe the methods adopted for soil conservation
- recognise the importance of water as an essential resource
- explain the problems of water scarcity
- describe the water resources in India

- explain the methods adopted for the conservation of water resources

Procedure

Preparation:

- Presentation of visuals-based interactive **smart class./Screen Sharing/ Video links**
- To introduce the topic, the teacher can ask a few questions based on the types of land patterns found in India:
- Why are the forests important?
 - How are roads and railways useful for human beings?
 - Have you even noticed how are the crops grown?
 - Why are animals reared in the hilly regions?
 - What is the importance of farming?

Lesson:

The teacher explains:

Land, soil
resources

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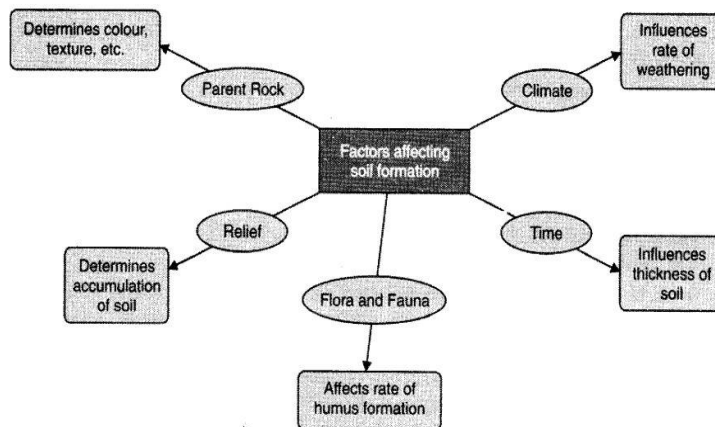
other buildings and setting up of industries.

- Such utilisation of land is called land use which depends upon different physical, economic and human factors.
- Developed countries are getting better output in comparison to the people of Asia and Africa because they have the best available technology to use land in the best possible way.
- In some Asian and African countries, increasing urbanisation, high density of population, cutting of mountains for mining, clearing of forests, excessive irrigation, use of chemical fertilisers and pesticides are decreasing the productivity of land.
- The ever-growing demands for housing and food have resulted in large-scale destruction of arable land and forest cover.
- We need to conserve our land resources for our future generations through conserving soil and forests and adopting scientific techniques, regulated and judicious use of chemical fertilisers and pesticides and checking desertification.

- The form of mass movement which displaces material like rocks or debris on the Earth, in a hilly region, is known as landslide.
- A heavy rainfall can cause heavy landslide and can block the flow of a river.
- The mechanism of a landslide can be understood with the help of various advanced scientific techniques.

SOIL

- The thin layer of grainy substance covering the surface of the earth is called soil.
- It is formed because of the wear and tear of the rocks.
- The process of soil formation takes thousands of years to form a very thin layer of 2-3 centimetres.
- Two major factors that contribute to the formation of soil are nature of the parent rock and climatic factors.
- Other factors, like climatic conditions, parent rock material, relief features, humus and time period also contribute to the quality of soil.



and water are important natural
for all forms of life on the Earth.

Land is the most basic
resource as we satisfy 95 per
cent of our needs for food, clothing and
from land.

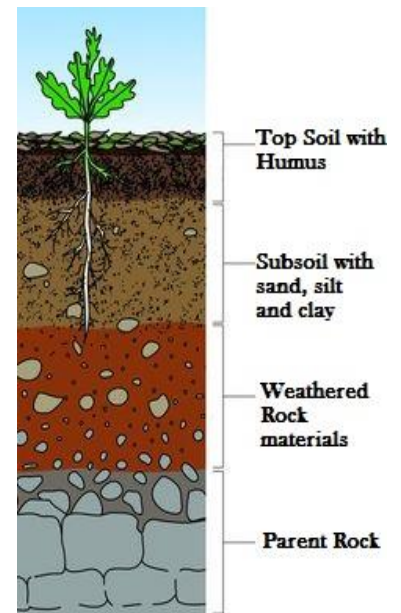
About ninety per cent of
world's population lives in only
per cent of its land area.

Land is used for different
purposes, such as, cultivation of
grazing animals, mining,
construction of roads, houses and

- Soil develops in horizontal layers.
- A soil profile is a sample taken from the surface down through the soil.
- The horizontal layers of soil are called soil horizons, named Topsoil (Horizon A), Subsoil (Horizon B), Rock fragments (Horizon C) and Bedrock (Horizon D).
- India is primarily an agricultural country. It has a variety of climates, relief features and rock structures. Due to all these features, different types of soils are found in India.
- Alluvial soil, Black soil, Red soil, Laterite soil, Mountain soil and Desert soil are the different types of soils found in India.
- The cultivation of crops depends upon the soil fertility.
- The removal of topsoil is called soil erosion.
- Deforestation, overgrazing, over utilisation of land and adaptation of unscientific farming methods also cause depletion of soil fertility.
- The protection of soil from physical as well as chemical deterioration is called soil conservation.
- Some methods of soil conservation are afforestation, checking overgrazing, crop rotation contour ploughing, terrace farming, strip cropping, cover cropping, planting shelter belts, rock dams, etc.

WATER

- The Earth is often called the Watery Planet or Blue Planet as about 70 per cent of the total surface area of the Earth is covered with water.
- Only 1 per cent water, fit for human consumption, is found as surface water in rivers, lakes, ponds and streams.
- Rain is the main source of freshwater. It gathers as freshwater in the rivers, lakes and ponds.



- Ever increasingly population, rising demands for food, increasing urbanisation and rising living standards, have created the problem of water scarcity in many regions of the world.
- The existing resources of freshwater are either drying up or getting polluted.
- India gets plenty of rainfall during the monsoon season but it is not evenly distributed.
- The multipurpose projects like Bhakra Nangal Dam on River Sutlej are called Temples of Modern India because they serve many purpose at the same time like, irrigation, controlling flood, generating electricity, breeding fish, etc.
- Increase in population results in water scarcity due to greater demand.
- Measures that can be taken for water conservation are: plantation of trees, water harvesting and promotion of sprinkler and drip irrigation.

Student Participation:

Students will be able to understand the importance of land, soil and water. They will be able to distinguish between different soils and what can be grown on them. Students will be able to understand the importance of water and its conservation.

Recapitulation:

- How can we conserve our land resources?
- Any four ways to conserve water.
- Different ways to conserve soil.
- Why is land an important gift of nature?
- How can we fulfill the increasing demand for fresh water?

Activity

1. Prepare a skit highlighting the importance of conserving our natural resources.

1. Understanding Modern Indian History

Overview

This lesson begins by telling us that history is mostly divided into three periods - Ancient, Medieval and Modern. In India the modern period started after Aurangzeb in 1707. It tells us that no feature of a modern society existed under the British rule in India. So, it is also called colonial period by some.

This lesson aims to tell us the importance of dates in history and how different dates are of different importance to historians. The students also learn about the various sources of modern Indian history -administrative records, national archives, museums, surveying, monuments, etc. The radio and newspapers of that time also played an important role in providing valuable information for writing history. Sometimes official records tried to favour and highlight the government's policies and ignored the common man's problems and pains.

Objectives/Learner Outcome

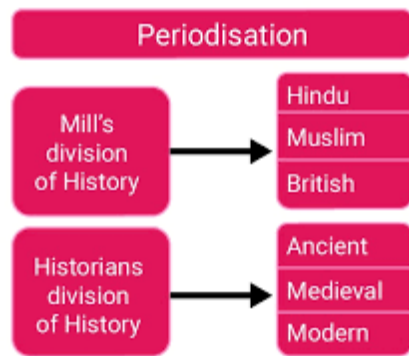
After this lesson, the students will be able to:

- explain and describe that history is divided into 3 parts, ancient, medieval and modern, though In India, the modern period started after Aurangzeb in 1707, there were no features of it being modern like - democracy, science, reason and equality
- learn what colonial means, how important dates are in history and how different historians Find different aspects and dates of history important
- identify the sources of modern history that include administrative records, surveys, letters, Diaries of officials, letters of Indian leaders, records of court proceedings, etc.
- observe the role that media and newspapers played in creating awareness about the intentions Of the British and how the books, travellers' accounts, novels and poems of people like Nehru, Gandhi and Max Muller presented the Indian perspective.

Procedure

- Presentation of visuals-based interactive **Smart Class**.

This lesson can be first explained by telling the class about the division of history in three parts and that how the British didn't do anything to modernise India. Further, the sources of information about the British rule and the effect of the media should be explained.



Lesson

The teacher explains:

- Historians divide history on the basis of commonness of characteristics, into three periods, ancient, medieval and modern. This is called periodisation of history.

PERIODISATION OF INDIAN HISTORY

- The modern period in India started after Aurangzeb in 1707, but it had no features of a modern

society like democracy, science, reason, liberty and equality.

- Colonisation means subjugation of one country by another and the colonising country exploits the resources as well as the people of the subjugated country.
- Dates are very important in history.
- Historians studying different aspects of the same period, at times, find different dates and events more significant.
- History is also divided into chapters by historians.
 - These are arranged in chronological order.

SOURCES OF MODERN INDIAN HISTORY

- A variety of source materials is available for studying modern history - British administrative records, survey records, diaries of officials or Indian leaders, their letters and so on.
- All documents, artefacts, etc. are housed in the National Archives of India or in the National Museum.
- Monuments and towns, autobiographies, novels and poems written by leaders and travellers provide valuable information for writing history.
- To know the country properly the British prepared detailed maps of the country and conducted revenue surveys to know about topography, soil, flora, fauna, etc.
- Newspapers were published in English and local languages and speeches and motivational songs were broadcasted to prepare the people for the struggle against the British.
- The life of tribals, the poor peasants, mine workers, etc. was rarely captured in photographs and paintings. Their experiences were totally different from that of the literate society.

Students Participation

- Students will be able to understand importance of dates.
- They could relate dates with incidents.
- They will be able to arrange the dates according to happenings.
- Different incidents will be discussed in class .

Recapitulation

- What is colonisation?
- History is divided into _____?
- Why dates are important?
- How many types of literary sources are available for the study of history?
- Is our government fair enough in recording events?

Activities

1. Collect some old photographs and letters of the leaders like Gandhi and Nehru.
2. Make a list of books and Indian authors of the pre-independence time and ask your friends and parents if anyone had read them or still read them.

2. Colonisation Of India (from Trade To Territory)

Overview

This lesson begins with the time when there was no effective centre to unite India after the death of Aurangzeb in 1707. It tells us how the British entered India as traders first, granted permission by Jahangir and then settled down as rulers.

The English and the French established their trading companies in India but as they supported different Hindu kings for their own selfish motive, it led to many wars like the Carnatic Wars. The Portuguese and Dutch traders also carried on trade with India. But in the end, it was only the British that survived and carried on trade. The battles of Plassey and Buxar helped them get total control over Bengal and their trading company turned into a political power. The student learns about the Dual system, the Subsidiary Alliance and the Doctrine of Lapse which made it easier for the British to gain control over India. The Marathas also tried to fight the British but because of the lack of unity lost all wars. The country was divided into districts and judiciary and army went through many changes.

Learner Outcome/ Objectives

After this lesson, the students will be able to:

- understand the condition of India at the advent of the European traders and how gradually the British ousted all other traders and established their supremacy
- reason out the factors that led to the success of the British in India and how the Indians were not united against one common enemy
- observe the chain of events that led to the Carnatic Wars, Anglo-Maratha wars and the battles of Plassey and Buxar and realise their consequences
- note how the Subsidiary Alliance, claiming paramountcy and Doctrine of Lapse helped the British gain control over India
- Understand the way India was divided for administrative purposes and the changes that were brought about in the judiciary and army

Procedure Preparation:

- Presentation of visuals-based interactive **videolink/ <https://youtu.be/b2QnCXr8WYI>**

This lesson may be started with the age old proverb 'united we stand, divided we fall'. Then illustrate with examples from the lesson, e.g. how the power struggle among the Marathas gave an advantage to the British to interfere in their internal matters or how Mir Jafar, Jagat Seth and Omichand conspired with Clive to overthrow Siraj-ud-Daulah.

Lesson

The teacher explains:

- After the death of Aurangzeb in 1707, there was no central power to unite India.
- At that time the British entered India as traders.

ADVENT OF EUROPEAN COMPANIES

- Groups of merchants from European countries entered India and established trading centres.
- The centres were called factories as the officials were known as factors.
- They were given monopoly to trade with the East.

ENGLISH EAST INDIA COMPANY (EEIC)

- Queen Elizabeth issued a charter in 1600 to the English East India Company granting monopoly to trade with the East for 15 years.
- It was run by a Board of Directors.
- The company established factories at Surat and Hugh.

FRENCH EAST INDIA COMPANY (FEIC)

- The French East India Company also set up settlements in the Eastern Coast and was supported by its government.

- French set up settlements at Chandannagar (Bengal), Mahe (Kerala) and Puducherry.
- There was great rivalry in trade and Portuguese and Dutch traders also arrived on the scene.
- Rivalry among various traders made them sink ships, block routes or prevent ship movement.
- In the end, only the English and the French traders remained in India but after the 3 Anglo-French or Carnatic wars, the English were the only traders on Indian soil.

BRITISH CONQUEST OF BENGAL

- The activities of the English in Bengal were kept in check by Murshid Quli Khan, Siraj-ud-Daulah and Alivardi Khan, who were strong rulers.
- They laid down certain conditions for them to trade in Bengal.
- Robert Clive, in-charge of Bengal, used treacherous means to trade in Bengal.
- He conspired with Mir Jafar, Jagat Seth and Omichand to overthrow Siraj-ud-Daulah.
- After the Battle of Plassey, the EIC transformed from a mere trading company into a political power and after the Battle of Buxar, the British got the Diwani of Bengal, with all powers and no responsibilities.

GROWTH OF BRITISH INFLUENCE

- Mysore was a big threat to Mughal rule because of its rulers Haider Ali and Tipu Sultan, but after three Anglo-Mysore Wars, Tipu was killed and his sons taken as hostages.
- The constant power struggle among the Marathas helped the British who got a chance to interfere in their internal matters and defeated the Marathas in the three Anglo-Maratha wars.

BRITISH EXPANSION UNDER LORD WELLESLEY (1798-1805)

- The British tried to extend British influence in India and to expand its territory by the Subsidiary Alliance, Doctrine of Lapse and claiming paramountcy.
- Subsidiary Alliance directed rulers to disband their army, accept a British officer at their courts, expel all foreigners from their territory and consult the British in negotiating with other states.

RAPID BRITISH EXPANSION (1805-1848)

- Lord Hastings initiated the policy of paramountcy which made the British authority supreme.
- Punjab, Afghanistan and Sind were also brought under British rule after wars fought in 1838, 1839 and 1849.

BRITISH EXPANSION UNDER LORD DALHOUSIE (1848-56)

- According to Doctrine of Lapse, a dependent state would pass into British hands if the ruler died without a natural male heir and this helped British to annex Indian states.
- Dalhousie annexed Awadh on the pretext of misgovernance and Sikkim and Hyderabad on other trivial pretexts.

ADMINISTRATIVE STRUCTURE

- For an efficient system of administration, territories were divided into presidencies with a governor at its head.
- Judiciary was completely changed with the introduction of the criminal and civil courts and the IPC.
- A large army was maintained and a uniform military culture was introduced.

Students Participation:

Students will be divided into groups and encouraged to collect information about Tipu Sultan and his wars with British and other group will be encouraged to collect information on kingdom annexed by British on the basis of doctrine of lapse, paramountcy and Subsidiary alliance.

Recapitulation:

- What do you mean by annexed?
- Explain Doctrine of Lapse.
- How Bengal was conquered by British?
- Difference between English East India Company and French East India Company?
- What was subsidiary alliance?
- Who was the first Governor General of British India?
- What was Civil Court and Criminal Court?

Activities

1. Discuss the attitude of the then rulers. How unconcerned and incompetent they were! Have an extempore to know the views of the student

MONTH – JULY

Topic-3	The Need of Parliament
Learning Objectives	After this lesson, the students will be able to: <ul style="list-style-type: none">• Understand what a Parliament is?• differentiate between Rajya Sabha and Lok Sabha• list the various functions of the Parliament• know the diversity of people in Parliament today compared to previous years• Who is the head of the state?
Previous Knowledge Testing	<ul style="list-style-type: none">• What is Parliament?• Who is the head of government?• Name the two houses of Parliament?
Vocabulary	coalition, constituency, ordinance, residuary, Bicameral, portfolio, congregation
Aids	Smart class Module, PowerPoint presentation, Newspaper, articles, Book, Maps etc.
Procedure	The chapter will be discussed with the help of students, book and smart Class module. What is Parliament, actual head and nominal head of state, Lok Sabha, Rajya Sabha, the functions of the parliament and people in the Parliament will be done.
Pedagogy	Random Brain Storming questioning.
Students Participation	students will be asked short questions; they will be asked to collect information on current Government and its cabinet.
Assignments	<ul style="list-style-type: none">• Compare the two houses of the Indian Parliament.• What is collective responsibility?• What is the difference between Question Hour and Zero Hour?• How do the regional parties participate in the decision-making process of the parliament?• Describe the structure of our parliament. Is our Parliament supreme?• How does the Parliament control, guide and inform the government?• Briefly describe the roles of the President and the Prime Minister of India• Discuss how the government makes laws and controls finance.

5. The Uprising Of 1857

Overview

This lesson begins with the condition of India, before the revolt of 1857, also known as the First War of Independence. It then goes on to explain the different causes of the revolt. The main political causes were the Subsidiary Alliance and the Doctrine of Lapse and the conversion of Awadh into a buffer state. Then the lesson explains the socio-religious cause - the reforms introduced by the British alarmed the orthodox Indians and hurt their religious sentiments. The greased cartridge was the main reason that triggered the revolt.

The revolt started from Meerut and spread to other parts of India, but it was not successful because it was not widespread and not well planned. Nana Saheb, Rani of Jhansi, Khan Bahadur Khan, Tatya Tope

were some leaders of the revolt. The revolt was suppressed by the British and many changes were made - the powers of the East India Company were transferred to the crown.

Learner Outcome

After this lesson, the students will be able to:

- understand the condition of India just before the revolt of 1857
- explain and describe the political, social, religious and military causes of the revolt and how the greased cartridges were the immediate cause
- describe the centres and the leaders of the revolt, locate where and how the revolt started
- identify the people who played an important role in the revolt
- analyse the cause of its failure and why the Indians didn't take advantage of their gains
- review the effects of the uprising - what changes were made in the British policies

Procedure

Preparation: Get Set

- Presentation of visuals-based interactive **Smart Class./video link** <https://youtu.be/AGJfOF4Zd9g>

This lesson may be started by revising the Subsidiary Alliance and Doctrine of Lapse in the class and how these two had led to annexations which left the Indian rulers angry and discontented. It can further be explained that this discontent had spread among the common people due to the economic, religious and social interference of the British. Then the causes, events and results of the revolt can be discussed.

Lesson

The teacher explains:

- By 1856, major part of India had come under the British East India Company.

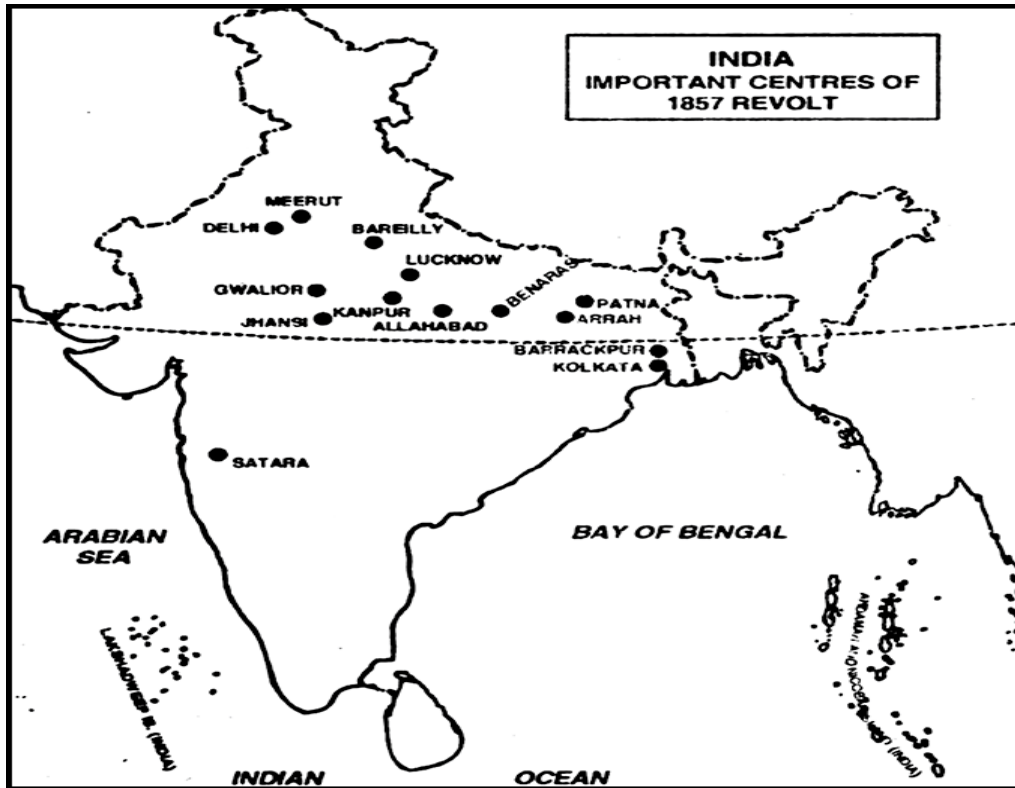
CAUSES OF THE REVOLT

- The exploitative land revenue policies, the Subsidiary Alliance and the Doctrine of Lapse made Indian chiefs and landlords unhappy.
- Awadh was converted into a buffer state and was a puppet in British hands.
- It was exploited by the British and the people suffered heavily.
- The successors of Bahadur Shah Zafar were not allowed to use royal titles and privileges and had to leave the Red Fort.
- The reforms introduced by the British alarmed the orthodox Indians.
- The declaration of Sati as an illegal practice and the law regarding widow remarriage were not well received by the Indians.
- The racial discrimination practised by the British also spread discontent.
- The Christian missionaries, supported by the British, actively converted the people and the taxing of the temples and mosques hurt the religious sentiments of the people.
- The economic policies of the British left the Indians dissatisfied. Land revenue policies made life of the peasants tough and the cheap machine-made British goods left no market for the hand-made Indian goods.
- The military causes led to the revolt of 1857 because the salaries of the sepoys were lower than the British soldiers and they had no opportunities for promotion.
- The immediate cause was the use of cartridges greased by pig or cow fat.
- The soldiers refused to touch the cartridges and this news spread everywhere.

OUTBREAK OF THE REVOLT AT MEERUT

- The sepoys from Meerut marched to the Red Fort and declared Bahadur Shah Zafar as the Emperor of Hindustan.
- The revolt was led at Kanpur by Nana Saheb and at Awadh by Begum Hazrat Mahal, in Bareilly by Khan Bahadur Khan and at Arrah by Kunwar Singh.
- The British were successful in suppressing the revolt because it was not widespread and there was no central authority to control the rebels.
- It was unplanned and sporadic.
- It was called the National Revolt also because both Muslims and Hindus united against a common enemy.

- The most important result was that the powers of the East India Company were transferred to the British Crown.
- A Viceroy was appointed who was answerable to the crown.
- No further annexations were to be made.



Students participation:

- Students will be able to understand the “First war of Independence”.
- They will be able to understand the importance of revolt of 1857, Its nature, and why it was failed.

Recapitulation:

- Which war is known as the ‘First war of Independence’?
- Who were the leaders to participate in revolt?
- Name the major centres of revolt.
- What were the major causes of revolt?

Activities

1. Make a PowerPoint presentation of all the leaders of the revolt and their centres. Write a few lines about the result of their revolt and how and where they met their end.
2. Paste the pictures of leaders of revolt.

4. Minerals And Power Resources

Overview

In this lesson, the students will get to know about the importance of minerals and power resources which help in the industrial development of a nation and improve the standard of living of the people. They will also learn about minerals, their types, their distribution and the problems associated with these resources and the need for their conservation.

Learner Outcome

After studying the lesson, the students will be able to:

- explain the importance of minerals and power resources in modern society

- list the type of minerals and how they are extracted from the earth
- list the distribution of minerals in the world
- locate the important areas of concentration of minerals and power resources on the world map
- list the important mining areas of iron ores, bauxite, manganese, limestone and mica in India

Procedure:

- The presentation of visual-based interactive

To introduce the topic the teacher can take the help of pictures showing how minerals are extracted from the earth and ask several questions based on these pictures:

- Mention any four minerals.
- Name any three expensive and three less expensive minerals.
- Why are minerals important?
- What is salt?
- Have you even watched a movie based on mining? Name it.

Lesson:

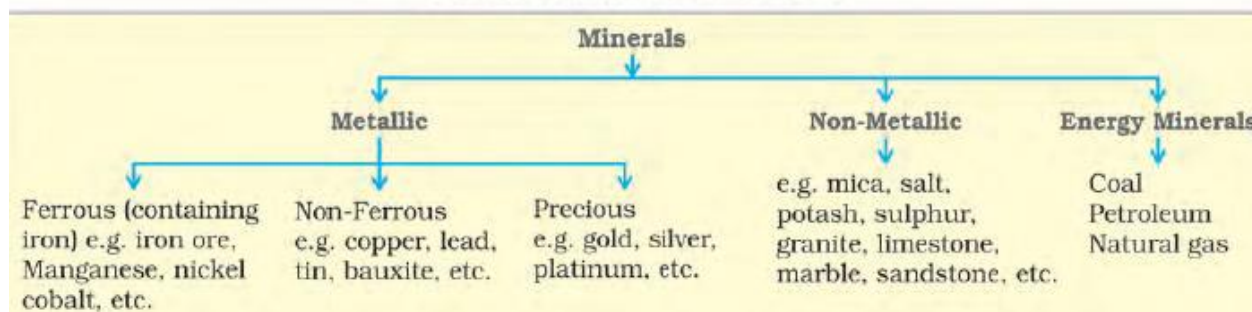
The teacher explains:

- Minerals and power resources are considered as the backbone of the fast development of modern world.
- Rocks and minerals make up the earth's crust.

MINERALS

- Minerals consist of one or more elements.
- Minerals do not occur in pure form. They are concentrated in a particular area or rock formations.

CLASSIFICATION OF MINERALS



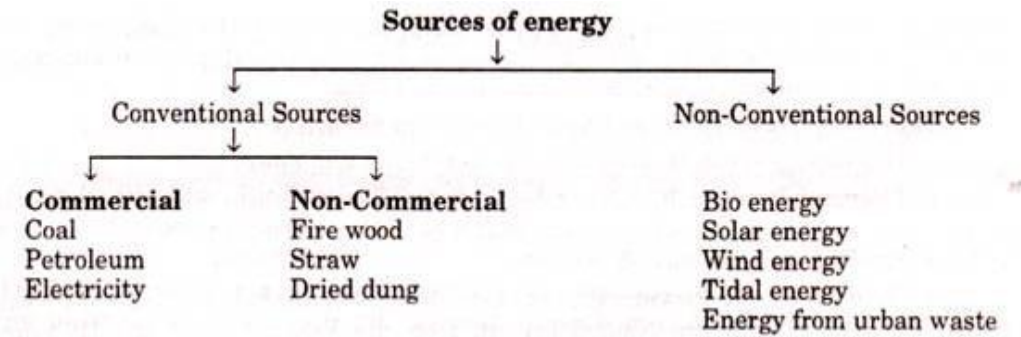
TYPES OF MINERALS

- On the basis of their composition, minerals can be broadly classified into two types — metallic and non-metallic.
- These minerals contain metals in a raw form and this raw form is called an ore.
- The metallic minerals are further classified into two types—Ferrous and non-ferrous
- Ferrous minerals contain iron

- Non-ferrous minerals do not contain iron but may contain some other metals such as gold, silver, copper or lead
- Non-metallic minerals do not contain metals. They include sulphur, potash, nitrate, salt and coal found in sedimentary rocks.
- The extraction of minerals from the earth is called mining
- Minerals that are located very close to the surface are simply dug out, is called quarrying.
- The other methods of extracting minerals are open –cast mining, shaft mining, and drilling.

Power and Energy resources

- There are several power resources, for example, coal, petroleum, natural gas, wind energy, solar energy, tidal energy, and nuclear energy.
- There are two types of power resources: conventional and non-conventional



Conventional Resources:

- Energy resources that have been in common use for a long period of time are called conventional resources. For example, fossil fuel and firewood.
- Dead remains of plant and animal which were buried under the earth for million of years, got converted into fossil fuels due to high temperature and pressure.
- Firewood is widely used for cooking and heating.
- Coal is the most abundantly found fossil fuel. The four varieties of coal anthracite, bituminous, lignite and peat.
- The electricity generated from coal is called thermal power.
- Petroleum is found in the layers of sedimentary rocks and is drilled from the oil fields located in offshore and coastal areas.
- Natural gas is widely used as domestic and industrial fuel.

Non-conventional Resources

- There is a dire need for using non-conventional sources as the increasing use of fossil fuels is leading to its shortage
- Solar energy is the energy that we receive from the sun. It is the most abundant, non-polluting and inexhaustible source of energy.
- Wind energy is generated when strong winds make the windmills rotate.
- Tidal energy is a term used to represent energy generated from ocean tides.
- Heat energy obtained from the Earth is called geothermal energy.
- Biogas is a gaseous fuel. It is developed from organic wastes like dead plants, farm wastes, kitchen wastes, animal and human wastes.
- Large amount of organic manures are produced in biogas plants.



Conservation of power and energy resources

- Energy is everywhere but we can see that harnessing this energy is both difficult as well as costly.
- People should be made aware of the use of energy saving appliances for lighting, cooking and heating homes, offices and industry.
- Car-pooling, cycling and using public transport are effective energy-saving ideas.
- Conservation of energy will lead to its economic utilization in future.

Students Participation

- Students will be able to understand the difference between conventional and non-conventional resources of energy. They will be able to know about how to save such energies and which are the alternate sources of energy.

Recapitulation

- What minerals?
- List the types of minerals.
- Distinguish between conventional and non-conventional sources of energy.
- How tidal energy is different from geothermal energy?
- What are the ways to conserve power and energy resources?

Activity

Make a pictorial project showing different kinds of fuels used by humans.

MONTH –August

5. Agriculture — Farming And Its Types

Overview

Agriculture is the most important economic activity which has been practised since ancient times. The lesson aims to tell us that agriculture refers mainly to the tilling of fields for growing crops. The students learn that agriculture includes growing crops, vegetables, fruits, flowers and rearing of livestock.

Through this lesson the students will get to know about the importance of agriculture, the factors that influence agriculture and various types of farming.

Learner Outcome/Objective:

After studying the lesson, the students will be able to:

- infer the importance of agriculture
- explain the factors influencing agriculture
- describe the various types of farming practices in the world and India in particular e learn methods of maintaining fertility of the soil
- identify the types of lands suitable for cultivation of crops

Procedure

Preparation:

- Presentation of visuals-based interactive .

To introduce the topic the teacher can ask several questions on the importance of agriculture in our lives:

- Which is the most important economic activity, do you think, essential for sustaining life?
- Name any two cereals.
- What are the basic requirements for practising agriculture?
- Name few crops that are very popular in India.
- What is the role of animals in farming?

Lesson

The teacher explains: Agriculture is a science related to the practice of cultivating the soil, growing, crops and rearing cattle. It has been practised by human beings since the ancient times. Two-third of India's population is engaged in agriculture.

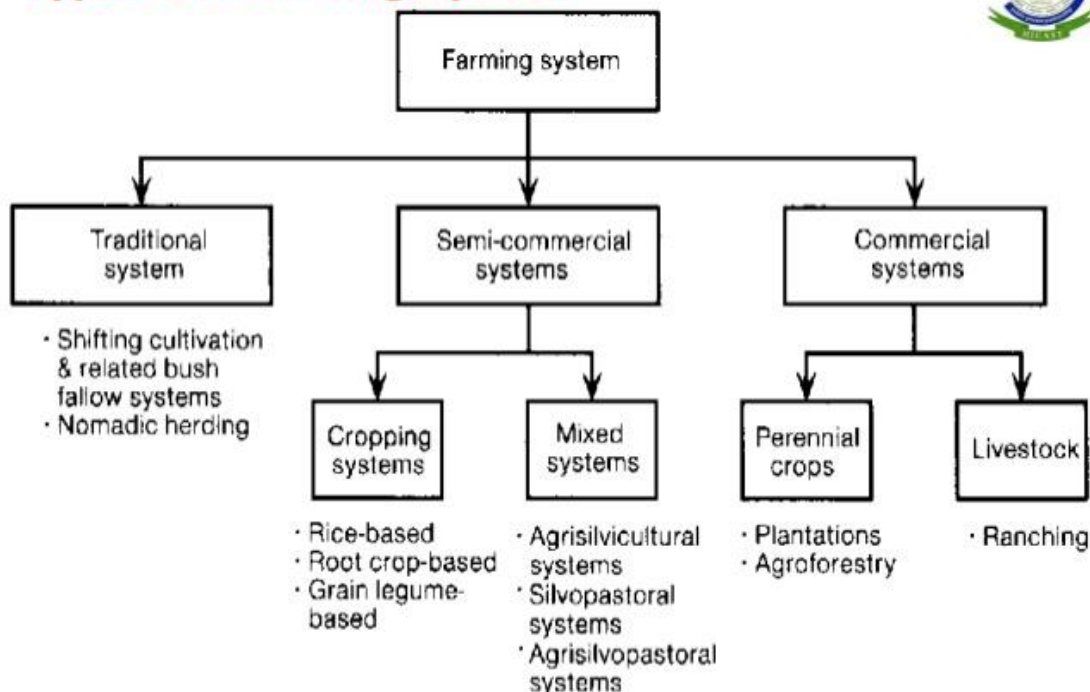
FACTORS INFLUENCING AGRICULTURE

- Factors that influence agriculture are temperature, rainfall, relief features and soil.
- The role of climate is crucial in agriculture as temperature and rainfall are the basic factors on which it survives.
- The low lying lands, such as, plains, rivers, valleys and deltas are more suitable for cultivation of crops than hilly areas.
- The soil not only supports the plants but also acts as a medium to supply moisture and nutrients to the plants.
- Socio-economic factors like availability of labour, capital, market, cost, system of land ownership, government policies and the level of scientific and technological developments have an impact on agriculture.

TYPES OF FARMING

- Agriculture can be classified as intensive or extensive on the basis of availability of land. On the basis of objectives, it can be classified as subsistence or commercial.
- Subsistence agriculture is practised to meet the needs of the farmers and their families. It can be classified as intensive subsistence farming and primitive subsistence farming.
- In intensive subsistence agriculture, most of the produce is retained by the farmers for their own use.
- Primitive subsistence agriculture includes shifting cultivation and nomadic herding. In shifting agriculture, when soil loses its fertility, farmer shifts to another part of land.
- Nomadic herding is the most common type of herding practised by nomads who wander from place to place in search of grazing pastures and water for their animals.

Types of Farming System



Source: <http://www.civildaily.com/blog/the-8-major-types-of-farming-systems-in-india/>

COMMERCIAL AGRICULTURE

- In commercial agriculture, crops are cultivated and livestock are reared as a commodity to sell in the market.
- Most of the work is done by machines in commercial farming. It includes commercial grain farming, mixed farming and plantation agriculture.
- In commercial grain farming, grains are entirely grown for commercial purpose. In mixed farming, crops are grown and animals are reared on the same farmland.
- Plantation agriculture is commonly practised in the tropical and sub-tropical areas. In this method, one crop is produced on a large scale.

ORGANIC FARMING

Organic farming is promoted to prevent the adverse effects of modern farming. Crops are cultivated in these farms without the use of fertilisers and pesticides.



Organic products are nutritious and cause no harm to health.

DAIRY FARMING

In dairy farming, cattle are reared for milk and milk products to meet the needs of big urban areas. Dairy farming is considered as highly intensive type of livestock farming.

CO-OPERATIVE FARMING

In co-operative farming, farmers take loan from co-operative banks and invest the amount in farming. Land is tilled collectively by the farmers.

Products are not directly launched in the market. They are made available through a co-operative shop or a retail sale outlet.

Recapitulation:

- What is shifting agriculture?
- Why should we discourage shifting cultivation?
- Name any four types of farming.
- Why are low-lying lands more suitable for agriculture than hilly areas?
- Factors that influence the agriculture of a region.

Activity

1. Divide the class into two groups namely Subsistence and Commercial agriculture. Each group will highlight its characteristic features.

Prepare a PowerPoint presentation on of dairy farming.

MONTH –October

7. Manufacturing Industries

Overview

The lesson begins by informing the students about the importance of manufacturing industries and their classification on the basis of their size, raw material used, ownership and end products. Industries are classified into agro-based, mineral-based, pastoral-based, marine-based and forest-based on the basis of raw materials used. The students further learn that on the basis of size, industries are classified as large- scale, small-scale and cottage industries. Again, on the basis of ownership industries are classified as public sector, private sector, joint sector, MNCs and co-operative sector industries.

The lesson also aims to inform the students about the factors affecting the location of industries. The students learn about the major industrial regions of the world and India. Iron and steel, cotton textiles and IT industries are the major industries of the world. Further, the students learn about accidents and disasters taking place in industries and their appropriate management.

Learner Outcome/Objective:

After studying the lesson, the students will be able to:

- highlight the significance of manufacturing industries in society
- explain the classification of industries.
- explain the factors affecting the location of industries describe the industrial system identify and locate the major industrial regions of the world and India e describe the distribution of major industries
- explain the causes of industrial disasters, specify risk reduction measures

Procedure

Preparation: Presentation of visuals-based interactive smart-class

To introduce the topic to the students the teacher can give a verbal account of how trees are cut down and transported to the pulp mill where wood pulp is mixed with chemicals and finally made into paper by machines.

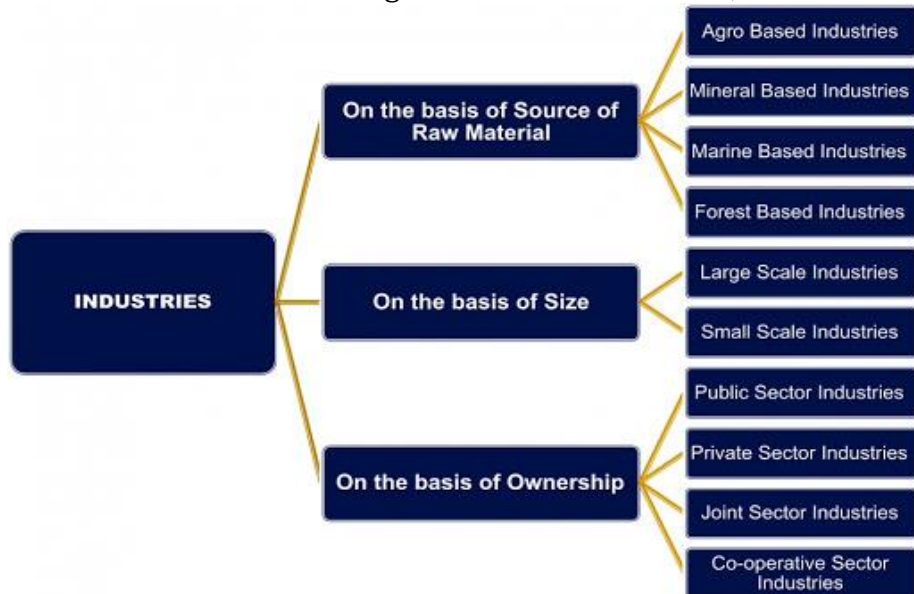
Thus, the finished product has more value and utility than the raw material. In this way, the teacher can start explaining the importance of manufacturing industries and their classification.

The teacher explains:

Manufacturing industries are the backbone of modern society. An industry is defined as an economic activity which is associated with the development or production of goods.

CLASSIFICATION OF INDUSTRIES

Industries are classified into different categories on the basis of size, raw material used, ownership and



end products.

ON THE BASIS OF RAW MATERIAL USED

- On the basis of raw material they are classified as agro-based, mineral-based, pastoral-based, forest forest-based and marine-based industries.
- Those industries in which raw material is obtained from agriculture are called agro-based industries.
- Mineral-based industries use mineral ores as their raw material and process them into a finished product.
- Pastoral-based industries are semi agro-based industries which obtain raw material from animals- like, goats, cows and sheep.
- Forest-based industries are completely dependent upon forest produces, like trees, plants, grass and bushes.
- Marine-based industries are sea-dependent industries. They use products obtained from oceans and seas as raw materials.

CLASSIFICATION BASED ON SIZE

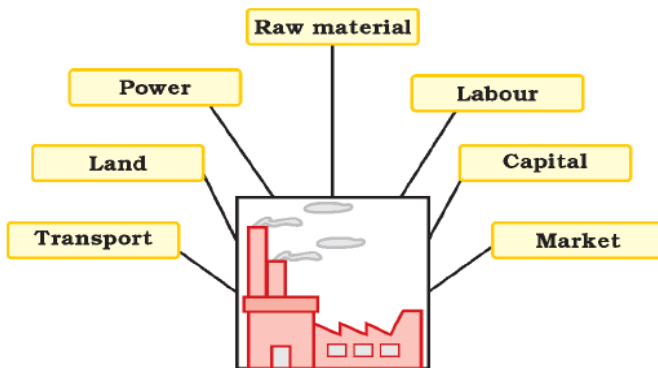
- On the basis of size industries are classified as cottage industries, small scale and large scale industries.
- Cottage industries are commonly found in rural areas and promote employment in villages. Small-scale industries use power-driven machines and external labour for production.
- Large-scale industries consist of heavy power-driven machines.

CLASSIFICATION BASED ON OWNERSHIP

- On the basis of ownership industries are classified as public sector, private sector, joint sector, co- operative sector and multinational corporations.
- Public sector industries are those industries which are owned by the government or their different agencies.
- Private sector industries are set up by resourceful individuals or a group of individuals.
- Joint sector industries are managed and owned jointly by the private firms and government agencies.
- Co-operative sector industries are managed by those groups or people who are the producers of raw materials.
- Multinational corporations are those industries which operate in more than one country.

FACTORS AFFECTING THE LOCATION OF INDUSTRIES

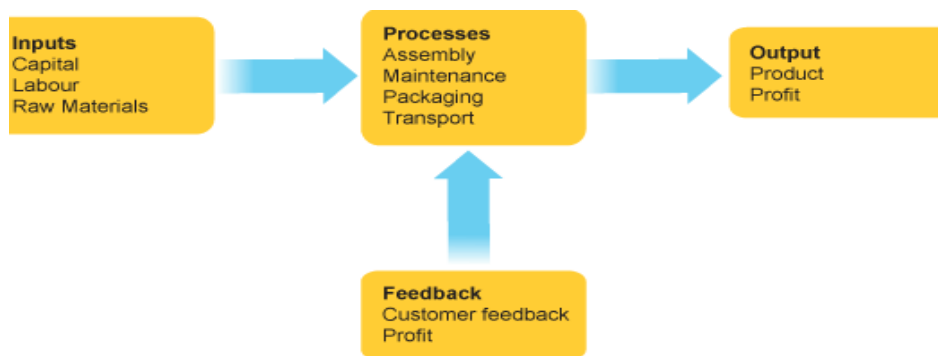
- The places where raw materials are easily available are best suited for the location of the industries.



- These places are well-connected with the network of traders and wholesale markets, where goods can be sold at the lowest possible cost.

INDUSTRIAL SYSTEM

- Industrial system is defined as the system on which smooth functioning of the industries depends.



- Industrial system comprises input, processes and output.
- Input includes infrastructure like labour, cost of land, sources of power, raw material, machinery and transport.
- Processes are simply defined as those activities which changes raw material into finished products. Output is the finalised product and the profit earned after its sale.

INDUSTRIAL REGIONS

Industrial regions are the areas which have high concentration of industries.

Major industrial regions of India have developed around the ports of Chennai, Mumbai and Kolkata.

DISTRIBUTION OF MAJOR INDUSTRIES

- The iron and steel industry is the backbone of any country. 90 per cent of iron ore is made into steel.



- China, Japan and the USA are the foremost producers of steel in the world.

- The main iron and steel centres in India are Bhilai, Durgapur, Rourkela, Jamshedpur, Bokaro, Kulti, Salem, Vishakhapatnam, Vijaynagar and Bhadravathi.
- Cotton textile industry is an important industry employing enormous number of workers.
- Information Technology industry has brought positive changes in all spheres of life, including in healthcare and education. Its global impact is developing and growing steadily.
- Industrial disasters take place due to inappropriate handling of harmful material or technical failure. It can be reduced by taking appropriate safety measures.

Recapitulation:

- Which factors affecting the location of industries?
- What is industrial system?
- Classify industries on the basis of raw material, size, ownership and end products.
- Distinguish between small-scale and large scale industries.
- Measures to reduce industrial industries.

Activity

1. On the outline map of the world mark the major industrial regions.
2. Prepare a PowerPoint presentation on inputs, outputs and processes involved in cotton textile industry or iron and steel industry.

The Indian Judiciary

Overview:

- The lesson aims at giving a holistic view of the working of the judiciary in India.
- Judiciary is the third organ of the Indian government and this lesson further elaborates the role judiciary plays in safeguarding the Fundamental Rights of the citizens of India.

Learner Outcome:

The students will be able to:

- understand the importance of judiciary as custodian of our Constitution and the ways in which independence of judiciary is ensured
- prioritise the structure of courts in India according to hierarchy
- know the jurisdiction or legal authority each court exercises
- differentiate between the two types of cases
- reason out why all citizens are unable to access courts
- explain the system of PIL (Public Interest Litigation) with examples and identify the need for Lok Adalats and their working

Procedure:

- Presentation of visuals-based interactive Smart Class.
- The teacher can use flowcharts and give various examples to explain the working of Indian judiciary. The teacher can also pose the following questions to make the students understand the various aspects of the judicial system.

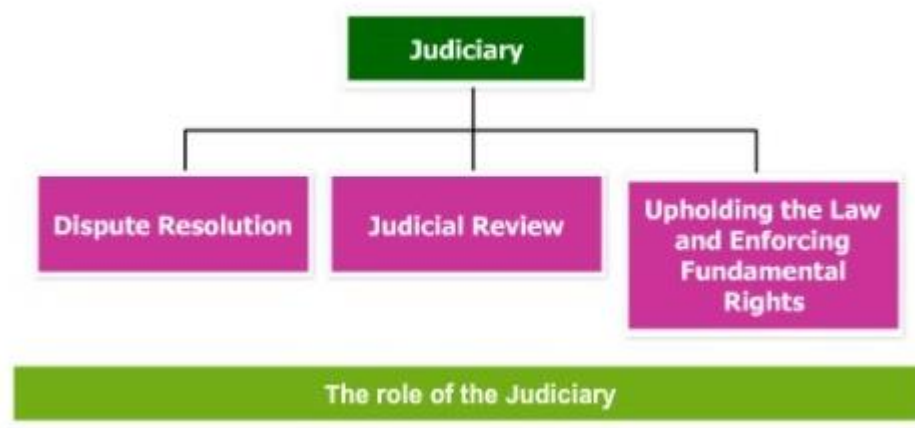
- Do you think courts can be called custodians of the Constitution?
- Is it necessary for judiciary to be independent?
- Do you think appealing against judgements made by lower courts in higher courts are effective?
- Do you think President should be bound to follow judiciary?
- Do you think all should have equal access to courts?
- Is it right to give the accused the freedom to choose a lawyer to defend themselves?
- Do you think PIL has been able to bring any change in the judicial system?

Explanation:

- whenever there is a violation of law, the judicial system resolves the issue
- judiciary consists of courts which are responsible for administering justice, interpreting laws and protecting Fundamental Rights

Role Of The Judiciary:

- The judiciary reconciles disagreements between individual, states and governments.
- The judiciary is the final authority on the Constitution.
- It upholds and implements the Fundamental Rights of the citizens.



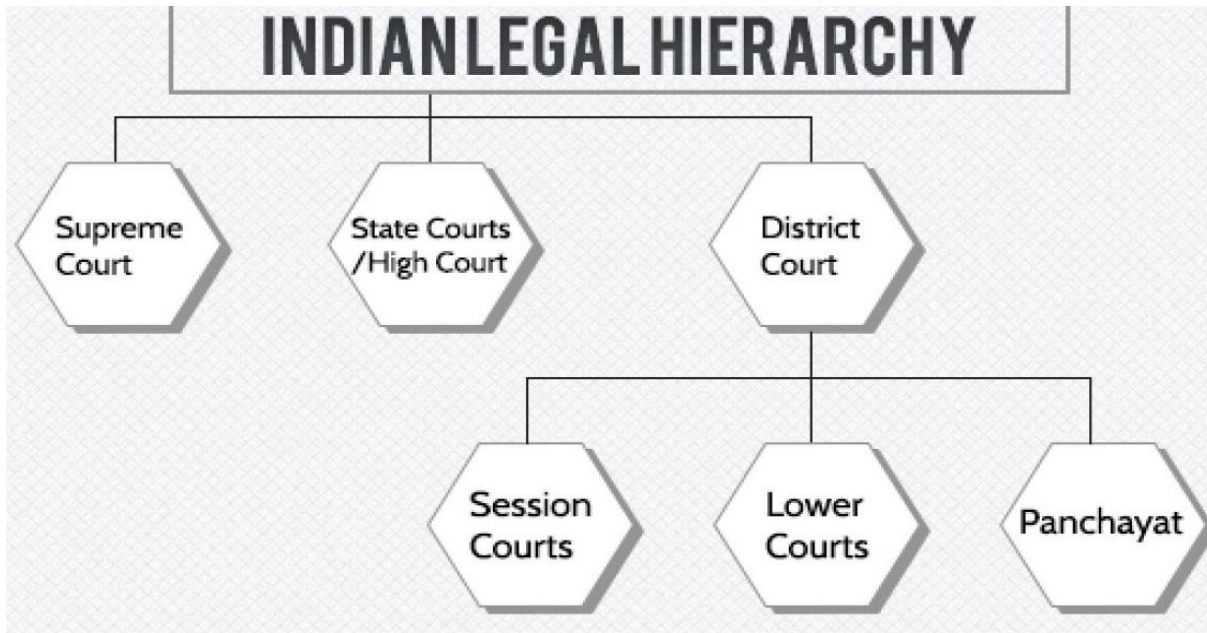
Independence Of Judiciary:

- Legislature and executive cannot interfere in the work of the judiciary.
- The other organs of the state do not play any role in the appointment of judges.
- Removal of judges is not an easy process and so, the other organs (legislature and executive) cannot use their influence.
- Judges get a handsome salary so that they do not fall to bribes.
- Judges are provided proper security.

Structure Of Courts In India:

- Supreme Court is the apex court.

- Decision of Supreme Court is binding on the lower courts.



- Supreme Court and High Courts are courts of records as everything is documented.
- Revenue Courts are responsible for assessing and collecting land revenue.
- Panchayat Courts deal with cases at Panchayat level.
- Other than these, there are the District Court and Sessions Courts.

Jurisdiction:

- Jurisdiction means the extent of legal authority.
- The four kinds of jurisdiction are Original, Appellate, Advisory and Supervisory.
- Original jurisdiction is relevant in cases which can be brought only in a particular court.
- The Supreme Court exercises original jurisdiction in cases like disputes between states or between centre and one or more states and cases involving government agencies.
- The High Courts exercise original jurisdiction in cases like those involving violation of Fundamental Rights and matters related to state elections.
- Appellate jurisdiction implies appealing against ruling of lower courts in higher courts.
- The Supreme Court exercises appellate jurisdiction in cases like petition against decision of High Court in civil and criminal cases, cases where High Court itself calls for interpretation of the Constitution and cases where High Court awards death penalty to accused by changing the lower court's decision.
- Advisory jurisdiction is when court advises on certain matters like Supreme Court advises the President.
- Supervisory jurisdiction is when court oversees the functioning of lower courts.

Different Branches Of The Legal System:

- There are two types of cases - civil and criminal.

- Civil cases involve conflict between people and institutions on issues such as a breach of contract, property dispute, dispute between property owner and tenant, divorce and minor accidents.
- Criminal cases involve gross violation of law that includes theft, murder, fraud, harassment for dowry, molestation, drunken driving, etc.

Access To The Courts:

- All citizens can approach the court for justice.
- In reality, the poor population is mostly uneducated and have neither the means nor the time to get involved in lengthy proceedings.

Public Interest Litigation:

- PIL system evolved in 1980s.
- Any individual or organisation can move the High Court or Supreme Court in the interest of public cause.
- PIL can be filed by anybody, need not necessarily by the aggrieved party.
- Even a letter explaining the particulars of a case written to the High Court or Supreme Court is treated as PIL.

Court Judgements:

- At times, the court's view can undergo change.
- In some cases, the society could feel that certain judgements do not take interests of certain people into consideration.
- The lengthy time taken by courts to dispense justice is another deterrent.
- Lok Adalats have been set up to provide inexpensive and speedy justice.
- They provide judicial access to all and also lighten the burden of the courts.
- A retired judge chairs Lok Adalat and a lawyer and a social worker assist the judge.

Recapitulation:

- Why is the power of judicial review important?
- Name two types of cases.
- What is the rule of law?
- What is PIL?
- What is the role of judiciary?

Activities:

- The Supreme Court in India has the right to enforce Fundamental Rights. It has been empowered to issue writs in the nature of habeas corpus, mandamus, prohibition, quo warranto and certiorari. Find out what these writs mean and display on class bulletin board.
- Using internet, find three cases where fundamental rights had been violated. Make a case study on it,

MONTH –November

6. The Indian Criminal Justice System

Overview:

The lesson aims at giving a holistic view of the criminal justice system of India. It elaborates on the role of the police and the judiciary using a fictional case. The police and judiciary have their tasks earmarked and have to follow certain set rules and guidelines when dealing with a case.

Learner Outcome:

The students will be able to:

- bifurcate the roles of police and judiciary
- understand the responsibilities of the police and the guidelines they need to follow when handling a case
- explain the terms cognisable and non-cognisable offence, warrant, FIR, bailable and non-bailable offence and so on
- learn about the roles of the public prosecutor, the defence lawyer and the judge e elaborate the meaning of fair trial and its essentials

Procedure:

Preparation: Get Set

- The teacher can explain the procedure of how a case is filed and the whole process that follows using the example given. The teacher can also pose the following questions to give a better understanding to the students.
- Do you think it is essential to punish behaviour which is legally wrong?
- Do you think people have complete knowledge about the rights of an arrested person?
- Do you think people should be made aware of the DK Basu Guidelines?
- Who do you think is more important—public prosecutor or defence lawyer?
- Do you think it is correct for every accused to have a right to free trial?

Explanation:

- Police does not decide if a person is guilty or not.
- A proper procedure called criminal justice is followed to decide whether a person is guilty or not.

The Police:

- The police is responsible for preventing and investigating crimes and taking care of the laws of the country.
- Investigation involves recording statements of witnesses and collecting evidences.
- Cognisable offense like murder, theft, robbery or kidnapping do not need prior authorisation from court and police can take such offenders into custody.
- Police need a warrant for non-cognisable offences like public nuisance, assault and mischief.
- The Constitution provides certain rights to an arrested person according to Article 22 like right to consult a lawyer of his own choice, not to be tortured while in police custody and so on.
- The Supreme Court has laid down a certain procedure, known as DK Basu Guidelines which police officials need to follow when making an arrest, keeping someone in custody or during questioning of a suspect.

FIR — First Information Report:

- FIR is recording of information regarding a cognisable offence by a police officer immediately after its occurrence or discovery.

- An FIR includes information like date, time and place of offence, detailed descriptive recording of the incident, name and identity of the accused, etc.
- An FIR can be lodged at any police station according to law and the police has to forward the FIR to appropriate police station.
- Refusing to file an FIR is illegal according to the Criminal Procedure Code.
- Bailable offences are those for which the accused can pay bail without appearing in court.
- For non-bailable offences, the accused has to appear in court to apply for bail.

The Public Prosecutor:

- Any criminal offence is regarded as felony committed against society.
- Therefore, the case is called 'State vs XYZ' and not 'ABC vs XYZ'.
- A public prosecutor is chosen by the State to represent its interests.
- She or he must be unbiased and present all aspects of the case.
- Public prosecutor plays a key role in dispensing of justice.

The Defence Lawyer:

- The defence lawyer also plays an important role.
- All people have a fundamental right to be defended by a lawyer.
- If the accused does not have the resources, the court must assign a lawyer.
- The defence lawyer makes sure that the accused gets a fair trial and for that the witnesses and facts presented by the public prosecutor are thoroughly examined.

The Judge:

- Judges play the most crucial role in the justice system.
- They are responsible for conducting a fair and unbiased trial.
- The judge examines minutely all the evidences and details and pronounces the judgement.

Fair Trial:

- Everyone irrespective of their caste, class, gender or religion is equal in the eyes of law.
- Everyone has a right to fair trial.
- A fair trial implies that Article 21 (Right to Life) is not violated.
- Few essentials need to be fulfilled for a fair trial like a copy of FIR is given to the accused, family and friends can be present during trial in open court, trial is held in presence of the accused, accused is defended by a lawyer and impartial judgement.

Recapitulation:

- What is warrant?
- Who is a defence lawyer?
- What is FIR? What is the procedure to file FIR?
- What is the importance of Article 22 and Article 33A of the Constitution in a citizen's life?
- What are non-cognisable offences?
- What is the role of police in investigating a crime?

Activities

1. Refer to the newspaper and find cases where the rights provided by the constitution to the arrested person were not followed.
2. Hold a discussion in class on the topic—'Is awarding death sentence appropriate' and discuss in what cases could death sentence be awarded.

8. Education And British Rule

Overview

This lesson begins with the education system in India before the arrival of the British. It tells us that Sanskrit and Persian were the mediums of instruction and education was carried out through *pathshalas*, *madrasas* and *tots*. Gurus taught orally and didn't follow any curriculum. The British wanted to change the system of education to create clerks to assist them and to spread western ideas

of liberty, freedom and nationalism. The British govt didn't want to spend even a meagre amount on education. Several missionary schools were opened and people like Raja Ram Mohan Roy promoted western learning.

The lesson describes the role of the Christian Missionaries and how the Christians were constrained by the British because they feared a hostile reaction. It describes that orientalist who thought that it was essential to study ancient legal and sacred texts. The Anglicists were bitter critics of the Orientalists. The learner learns the benefits of western education and also that what measures were put forward by the Wood's Despatch, to improve the education system in India. The National Council of Education was set up in 1906 with a view to impart education in vernacular medium and also retain English. Mahatma Gandhi and Rabindra Nath Tagore were critical of Western education and started their own system. Sir Syed Ahmed Khan started the Aligarh Muslim University in Aligarh.

Learner Outcome / Objective

After this lesson, the students will be able to:

- understand the education system in pre-British India and contrast it with the education system under the British
- reason out the role of Christian Missionaries, Orientalists and Anglicists in setting up institutions, studying ancient sacred and legal texts and introducing the western system of learning, respectively.
- explain and describe Woods Despatch and how people would benefit from western education and how the education system in India would be improved. The students will be able to realise the effects of western education.
- observe that the National Council of Education was set up in 1906 to bring about national education. Universities and Vidhyapeeths were set up.
- identify that Mahatma Gandhi and Rabindra Nath Tagore were against western education and started their own way of imparting knowledge.

Procedure

Preparation: Get Set

- Presentation of visuals-based interactive **Smart Class**.

This lesson may be started by making a comparison with the present day education system and that of pathshalas and madrasas. Stress should be laid on the fact that western education broadens our mind and prepares us for the outside world but it is equally important to know about our ancient culture, texts and religious literature.

Lesson: The teacher explains:

EDUCATION SYSTEM IN PRE-BRITISH INDIA

- Education system in India, before the British came, was very traditional and imparted in pathshalas, *madarasas* and *tols*.
- Teachers taught orally in the local language.
- There was no fixed curriculum, fees, or time of admission.
- Sanskrit and Persian were the main mediums of instruction.

EDUCATION UNDER THE BRITISH

- The British wanted to change the system of education to create clerks to assist the colonial rulers and also spread the western idea of liberty, freedom and nationalism.
- Lord Minto felt that education should be moral based to lessen crime.
- Till 1813 the British didn't spend any money on education.
- Yet some missionary schools emerged and people like David Hare and Raja Ram Mohan Roy promoted western learning.
- Christian missionaries felt that the morality of Indians could be improved by western education. But the orientalist felt that to understand real India it was essential to study the ancient sacred and

legal texts.

- The early 19th century gave rise to English people who began to criticise the orientalist.
- These were Anglicists who found knowledge of the east full of flaws.
- Lord William Bentinck passed the English Education Act in 1835.
- British government opened high schools and colleges with English as the medium of instruction. Promotion of oriental institutions was stopped.
- Woods Despatch was sent in 1854 by the English East India Company. It emphasised the benefits of western learning system and also outlined the educational policy to be followed in India.
- Pathshalas were now more disciplined with teaching based on textbooks and examinations being held.
- There was a regular fee to be paid and a timetable followed.
- Universities, colleges, medical and engineering colleges were also set up.
- Since the new education system did not aim at education for all, traditional education began to decline.
- Small towns, cities and education of girls was neglected.
- Indians knew about western thoughts and sciences but not about Bhaskar or Aryabhata.
- In 1844, by English becoming the official language, it united the people against the official language, it united the people against the British and introduced to them the ideas of liberty, nationalism and socialism.
- The National Council of Education was set up in 1906 to impart education in vernacular medium but teach English, technical education and ancient Indian culture and arts. National universities and institutions were opened.
- Mahatma Gandhi, Rabindranath Tagore and Sir Syed Ahmed Khan were attached to the cause of education.
- Gandhi felt that western education made Indians feel inferior and Tagore felt humans were more receptive in their natural surroundings than in a classroom with four walls.
- Sir Syed Ahmad Khan supported the learning of western sciences and English language. He was the founder of the Aligarh Muslim University.

Students Participation: Students will be able to understand the difference between Earlier education system and Modern education system. What changes were introduced by British in India to improve or to educate Indians and later how our Indian scholars brought change according to Indian system.

Recapitulation:

- * How was education given in pre-British India?
- * What changes did British introduce in education?
- * Who were orientalist and Anglicists?
- * What was the National Council of Education setup?
- * What were the thoughts of Gandhi and Rabindranath Tagore about education?

Activities

1. Take the help of the internet and find images of a *pathshala*. Make a project showing the classes in a *pathshala* and write two-three similarities or differences with your present class.
2. AMU was founded by Sir Syed Ahmad Khan. Find out the names (about 5-6) of some famous universities or colleges in India and find out their founders.

11. Rise Of Indian Nationalism

Overview

This lesson begins with the aftermath of the revolt of 1857 — Nationalism and early revolts in India. There was great socio-intellectual awakening. With the mix of nationalist literature, the messages of patriotism and modern ideas of nationalism, democracy and socialism also developed. This gave rise to discontentment among Indians. It explains that by introducing a uniform system of administration, the British had accomplished political, administrative and economic unification. The new means of

communication and transport like postal and railways brought people closer and led to awareness among Indians that they had a common enemy.

National press, literature, western education spread awareness and acts like the Arms Act or Dilbert Bill added fuel to fire. So, many associations were formed demanding the best possible future for India. Various associations were formed by educated Indians, they sent petitions to the British government, but these were always ignored. This lesson explains the path of various groups that sprang up in different parts of India to raise their voice against the British. First, it was the Congress, followed by the Moderates, the Radicals and then the Revolutionaries. They all had their own ideas and way of functioning but each made a dent in the British rule. The Boycott and the Swadeshi movement were very significant at this time. Some Acts passed by the British were introduced to create communal divide. So, the Muslim League was born. The 1st World War broke out in 1914.

Learner Outcome/Objective:

After this lesson, the students will be able to:

- explain that how political awareness among Indians increased after the revolt of 1857 and that modern education exposed the Indians not only to western thought and culture but also to the glorious past of India
- reason out how the Acts of the British government disappointed the Indians, and various associations were formed to send petitions to the British but they were ignored
- observe the various groups that sprang up, with different ideas and modes of functioning — Moderates, Radicals, Congress, etc. but they were all united in their aim to throw out the British
- identify what effect the partition of Bengal, the Surat split and the Muslim League had on the Indian people
- realise that the British aimed to divide and rule India but people like AO Hume, Lala Lajpat Rai, Bal Gangadhar Tilak, Dadabhai Naoroji and others didn't let them be successful

Procedure

Preparation: Presentation of visuals-based interactive video link: <https://youtu.be/Y9YJwVWIBMQ>

This lesson can be started with a review of the revolt of 1857 and its results — that it increased political awareness among the people. Then, like a graph, we have to move on to explain how western education helped Indians wake and fight for their rights. This awakening led to the formation of various associations and parties. These, though of different ideologies, united the country because they realised they had one common enemy.

Lesson

The teacher explains:

The result of the revolt of 1857 was that it increased political awareness and greatly affected the English educated intelligentsia. This led to the growth of nationalism.

GROWTH OF NATIONALISM

- Scholars, writers and poets wrote about the glorious past of India and aroused the hidden patriotic sentiments of the people.
- The press also had a very important role-play.
- English and vernacular newspapers focussed on the idea of a free and united India and became powerful instruments.
- With the unification of India under the British, Indians began to feel a togetherness.

- The postal and telegraph system and the railways brought the people closer and they could communicate with each other and exchange ideas.
- They realised that they had a common enemy.
- Modern education exposed the Indians to western thought and culture and they realised that they were being deprived of the basic human rights like the French and the Americans.
- Previously, each Indian spoke in his mother tongue, but now they could share ideas and thoughts in English.
- Policies of Lord Lytton and the Vernacular Press Act, Arms Act and the Ilbert Bill added fuel to the fire.
- Many political organisations were formed in different parts of India in the 19th century.
- They comprised of educated Indians belonging to the upper sections of society — Justice Ranade, Ananda Charlu, Surendranath Banerjee, etc.
- They sent petitions to British government, but they were ignored by the British.

THE START OF ORGANISED NATIONALISM: INDIAN NATIONAL CONGRESS

- The Congress had its beginning in Calcutta (Kolkata) by AO Hume where delegates from all over India came.
- This later became the Indian National Congress.
- The Moderates were from the Congress and demanded freedom of speech, elected representatives, amendment to the Arms Act and so on.
- They didn't think of self-governance or independence.
- The Radicals differed from the Moderates in their ideology and used bold methods such as strikes and boycott of British goods and institutions.
- The main leaders were Lala Lajpat Rai, Bipin Chandra Pal and Bal Gangadhar Tilak.

PARTITION OF BENGAL

- Viceroy Curzon partitioned Bengal in 1905 because they thought it was too big to be governed efficiently.
- They actually wanted to create a rift between Hindus and Muslims, and they succeeded.
- The Swadeshi and the Boycott movement played very important roles — they encouraged ideas of self-help, national education and also refused to use anything made in Britain.
- The Moderates and Radicals split up at the Surat session due to differences.
- The Indian Councils Act was passed in 1909 to please the Moderates and to create a communal divide.

THE REVOLUTIONARIES : THE START OF VIOLENT NATIONALISM-FIRST PHASE

- The revolutionary phase started after the failure of the moderates and radicals.
- They believed in physically expelling the British from India.
- Their leaders were — Ajit Singh, Bhikaji Cama, etc.
- The Ghadar Party was established in America and Canada, its newspaper was also Ghadar.
- The Divide and Rule policy of the British led to the formation of the Muslim League by Aga Khan, Nawab Mohsin-ul- Mulk and the Nawab of Dhaka.
- The British used Indian soldiers to fight the first World War.
- The Home Rule Movement was started around the same time by Tilak and Annie Besant.

RECAPITULATION:

- How the education helped Indians to get the idea of freedom?
- Name some revolutionary leaders of Indian struggle for freedom.
- Who formed the Congress in India?
- What was difference between moderates and radicals?

Activities

1. Collect memorable quotes and pictures of leaders of Moderates, Radicals and Revolutionaries.

9. Human Resources

Overview

People are the most important resource of a country because they know how to use a natural resource and lead a good life for themselves and for others, too. Through this lesson the students will get to know about the distribution and density of population and various factors influencing them. The students learn that relief features, climate, natural vegetation, soils, mineral resources, water resources, industries, means of transport, urbanisation and government policies are the factors that affect the distribution of population. The lesson further informs that population density is defined as the number of people living in a unit area of land.

They will also analyse trends in population growth patterns and population composition. The lesson aims to tell us that age, literacy, sex-ratio and occupation are the major components of population composition. Urban areas in India witness higher literacy rate in comparison to rural areas.

Learner Outcome/Objective:

After studying the lesson, the students will be able to:

- explain the importance of human resource
- analyse factors responsible for the uneven distribution of population and identify factors responsible for rapid population growth
- define terms, such as birth rate, death rate, etc.
- analyse causes and consequences of migration
- explain the major components of population composition
- analyse the population pyramid of three different countries
- locate on the map of India the areas of dense, moderate and sparse population

Procedure

The teacher can show the map of the world showing density of population and ask questions based on it

to introduce the topic:

- Mention any two states where the population is sparse.
- What could be the reasons for the sparsely populated areas? e Mention any two states where population is dense.
- Why are cities more crowded than villages?
- What is the estimated population of India?

The teacher explains:

People who are more skilful trained and creative are an asset.

Natural resources and human resources together lead to the development and progress of a country.

POPULATION DISTRIBUTION

- The population of the world is unevenly distributed due to physical factors, like relief features and topography, climate, natural vegetation, soil, mineral resources and water resources.
- Non-physical factors, like industries, means of transport, urbanisation and government policies influence the distribution of population.
- Moderately populated areas are not found in a continuous belt. They lie between densely and sparsely populated areas.
- The areas with harsh and unbearable climatic conditions are sparsely populated.

DENSITY OF POPULATION

- The world can be divided into densely populated, moderately populated and thinly populated areas.
- The regions with dense population have suitable climatic conditions, fertile river valleys and plains with adequate agricultural population.
- Moderately populated areas are not found in a continuous belt. They lie between densely and sparsely populated areas.
- The areas with harsh and unbearable climatic conditions are sparsely populated.

POPULATION GROWTH

- Population growth is the change in population in a particular area between two different points of time.
- The change in population is the result of migration and natural growth. Birth rate is the number of live births per 1000 persons in a year.
- Death rate is the number of deaths per 1000 persons in a year.
- Natural growth rate tells about the increase or decrease in population.

DIFFERENT PATTERNS OF POPULATION CHANGE

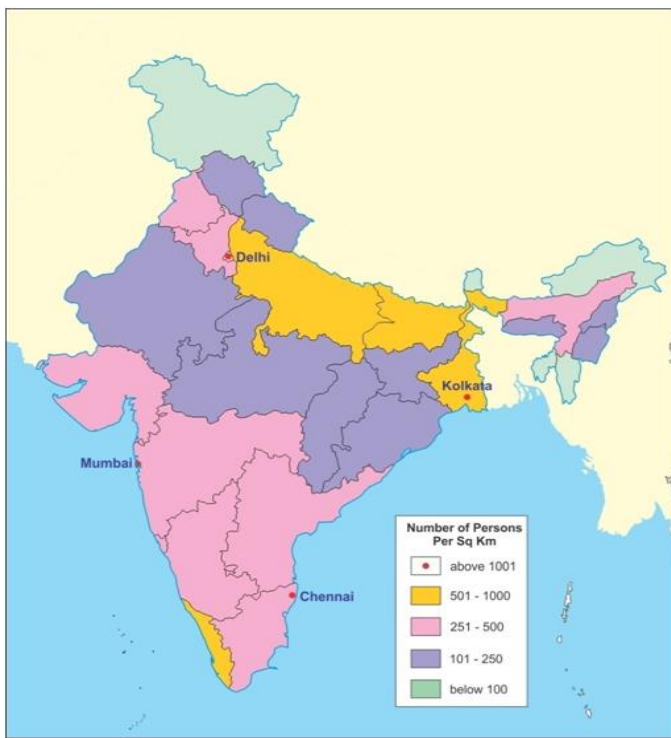
- A country's population is counted through a process called census.
- In ancient times, the growth of population was too slow as there was less availability of food and people did not live a settled life.
- Population increased rapidly after the Industrial Revolution.
- The developed nations of the world like the UK, the USA, Russia, Canada, etc. have low death and birth rate due to the availability of advanced medical facilities.
- The developing and the underdeveloped nations have high growth rate of population as their death rate is low and birth rate is high.
- Migration, the movement of people into and out of an area, also affects the population.
- Immigration, a process in which people arrive in a country, affects the population.

POPULATION COMPOSITION

- Population composition is the structure of the population, age, literacy, sex and occupation.
- Population pyramid is the distribution of males and females of different age groups. It provides a better understanding of the composition of population of a country. 70 per cent of Indian population still lives in villages because majority of the population is engaged in agriculture. Literacy is not equal in every part of the world.
- Factors which affect the literacy rate of a country are urbanisation, social status, level of economic development, government policies, etc.

Recapitulation:

- How relief and topography influence the distribution of population?
- Why do you think India is so densely populated?
- Difference between birth rate and death rate
- How can we say that human beings are a resource?



Activity

1. On the outline map of India mark the densely populated, moderately populated and the sparsely populated states.

9. Law And Social Justice

Overview

Laws are extremely essential to promote the welfare of the citizens of a country. The lesson gives an insight into the various important laws enacted for the protection of people from exploitation and unfair practices.

Learner Outcome/Objective:

The students will be able to:

- observe the various laws in practice
- understand the laws enacted for workers
- know the law in effect to prevent exploitation of children
- explain the provisions made for settlement of consumer disputes discuss the importance of environmental laws
- know about the Bhopal Gas Tragedy, its causes and effects

Procedure

Preparation: Get Set

The teacher can introduce each topic in the lesson with examples where the law was violated. He or she can also pose questions which can kindle the interest of the students.

- Do you think it is necessary to provide minimum monthly wages to all workers?
- Do you think child labour can be prevented just by bringing in a law?
- Do you think any change has come in after the Consumer Protection Act came into effect?
- How do you think exploitation of any kind can be stopped? [Increase awareness among people]
- Do you think the health of environment is directly linked to the health of the people?
- Do you think Bhopal Gas Tragedy could have been avoided if there were better laws in place at that point of time?

Explanation:

- government answers the welfare of the people by making and implementing laws
- people are protected against unfair practices and exploitation through laws
- the government protects the interests of the citizens, especially the weaker section, by implementation of rules and regulations

LAWS FOR WORKERS

- Private organisations tend to overlook the issues of poor workers in their drive to earn profit.
- Therefore, government has passed laws like the Minimum Wages Act.
- The monthly minimum wages have been fixed for every state which are updated now and then.
- There are other acts in place too like laws that require certain safety measures to be present and regulations which allow them to form unions.

LAWS FOR CHILDREN

- As per the Right against Exploitation, children below the age of 14 should not be employed in any hazardous jobs.
- Child Labour Prevention Act has been amended to ban employing children below 14 years of age in homes, restaurants and tea shops.
- Violation of this act is punishable by imprisonment of 3 months to 2 years or a fine of = 10,000—20,000.
- The state governments have been asked to develop strategies for freeing and re-establishing underage domestic workers of which only Maharashtra, Karnataka and Tamil Nadu have done so.

LAWS FOR CONSUMERS

- The Consumer Protection Act has been enacted to protect the interests of consumers and to settle consumer disputes.
- Checks are made on excessive pricing and quality of commodities.
- Every commodity sold should bear the weight, date of manufacture and date of expiry.
- Merely making laws is not enough.
- The laws need to be implemented effectively.
- In spite of laws in place, children are still employed in hazardous working situations.
- Government needs to be vigilant and unbiased to ensure stringent penalty for violation of laws.

ENFORCEMENT OF SAFETY LAWS

- The disaster at Union Carbide was the result of deliberate breach of safety norms.
- The government refused to recognise the dangerous nature of the plant and allowed Union Carbide factory to come up in a densely populated area.
- The authorities did not ask Union Carbide to shift to cleaner technology or adopt safety procedures. This action of the government was contradictory to the law enforcement role it should play.
- Taking advantage of such weak safety laws, developed countries are dumping their hazardous waste in South Asian countries.

LAWS TO PROTECT THE ENVIRONMENT

- The Bhopal Gas Tragedy became the fuel for the issue of environment protection.
- It was realised that existing laws only covered the workers of the factory and not the people around it.
- Environmentalists started pressurising the government to hold the polluter responsible for the damage to the environment.
- Right to Life included the right to enjoy a clean environment.
- The flip side to stringent laws is that it sometimes affects the livelihood of people.
- So, the government should formulate laws which would benefit all.

Bhopal Gas Tragedy



Recapitulation:

- What does the amendment in the child labour prevention act promise?
- What does the Right against Exploitation say?
- Which gas was leaked from Union Carbide in Bhopal?
- How does the government ensure safety for the workers?
- What are the reasons behind the decision of foreign companies to come to India?

Activities

1. Find out about any tragedy where lax rules were responsible for it, like the Bhopal Gas Tragedy.
2. Prepare ascript and enact a play on the violation of any of the three laws mentioned in the lesson.

MONTH –January

12. The March To Freedom (1919-1947)

Overview

This lesson begins with the Indian National movement when Gandhiji emerged as a national leader and led the country to freedom.

After Gandhiji fought for the Indians in South Africa and peasants in Champaran, he moved to the national scene and transformed it into a mass movement. Seeing this, the British Government was forced to pass some Acts like the Government of India Act and the Rowlatl Act to pacify the Indians. But these acts disappointed the Indians. Hartals started all over the country. The famed Jallianwala Bagh incident took place when General Dyer wanted to punish the peaceful protestors.

More anti-British movements like the Khilafat Movement started. This lesson aims to introduce the students on how step by step the march to freedom moved towards independence. The Non-

Cooperation and Quit India Movement of Gandhiji, the formation of the Swaraj Party, Communist Party and the Forward Bloc party all helped to reach the goal of Independence. Revolutionaries like Bhagat Singh, Raj Guru and Azad in the North and others in Bengal played an important role. The lesson moves on to tell us about how the British resisted every move but had to give in, in the end. But the theory of Jinnah led to the partition of India and India and Pakistan were two separate nations that got independence from British rule.

Learner Outcome/Objective:

After this lesson, the students will be able to:

- explain and describe the freedom struggle from 1919-1947 with special emphasis on the role of Mahatma Gandhi.
- reason out the factors that led to formation of various movements and parties against the British. Observe from the beginning how Gandhiji started as a champion of the poor and ended up as the Father of the Nation.
- learn the names of all the revolutionaries and leaders who played important roles in attaining independence
- understand the reason why India was divided into two nations

Procedure

Preparation: Get Set

- Presentation of visuals-based interactive video link/ <https://youtu.be/cPjRaw8CVr8>.
- <https://youtu.be/GPE04PpD7H0>
- At the start of the lesson, the teacher can explain the importance of independence and how we are free to do what we want, and then go back from where Gandhiji emerged as a champion for the cause of freedom and move ahead with stories of Jallianwala Bagh and how Gandhiji and Lala Lajpat Rai lost their lives.

Lesson

The teacher explains: India was under British rule.

- Gandhiji came on the scene and transformed the national movement to a mass movement.
- Gandhiji used the tools of Satyagraha, non-violence, truth and non co-operation.
- Troubled by the unrest, the British passed two acts but both were failures.
- Many movements like Khilafat and revolutionary brought an awareness to common man.
- Peaceful protests eg. Jallianwala Bagh led to the massacre of innocent people and angered the people to take revenge
- Parties like the Swaraj and Communist parties were formed to demand provincial autonomy.
- The British were unfeeling towards the needs and demands of the Indians.
- Movements and revolts were seen all over India even as far as the N.W part of India.
- British used repressive measures to crush them.
- Many conferences were held in London but nothing was achieved because of the stubborn outlook of the British.
- Civil Disobedience movement was relaunched.
- Many leaders were jailed, thousands killed and peaceful processions were lathi charged.
- Netaji created the Azad Hind Fauj to fight but with Japan being defeated in the World War, his mission failed.
- The second World War broke the economy of Britain.
- It decided to transfer power to India.

- A Cabinet Mission was sent to discuss the terms of transfer.
- A Constituent Assembly was formed to frame a constitution.
- Indian princes and the Muslim League refused to join.
- Muslim League demanded a separate country.
- Country torn by riots, partition was declared.
- People killed in large numbers, millions became homeless.
- The Congress gave in and partitioned the country.
- India and Pakistan emerged as two independent countries.
- Gandhiji was assassinated on 30th Jan 1948.

Activities

1. Enactment on Dandi March . Have a group of students (enacting) making salt to break the Salt Law.

13. India After Independence

Overview

This lesson begins with the dawn of India's independence and when it was declared a republic. It then acquaints the students with the problems that India faced after independence, whether economic or political.

The constitution was promulgated in Jan 1950 by Dr BR Ambedkar. Since India had been under British rule for more than 200 years, the most important step was to develop economically. A mixed economy was planned and heavy industries and dams were given first priority. A Planning Commission was set up to systematically plan for economic development and 5-year plans were introduced in 1951. We come to know that India followed a foreign policy of peaceful coexistence — non-alignment in world affairs. The reader realises that though India has made a lot of progress since independence, much more needs to be done.

Learner Outcome/Objective:

After this lesson, the students will be able to:

- explain and describe the various kinds of problems faced by India after Independence like economic, political, problem of population and that of development
- understand the various features of the Indian constitution and realised that political freedom has to be accompanied by economic and social democracy
- observe the setting up of the Planning Commission and the presentation of the 5-year plans and how it helped modern India to develop
- reason out the foreign policy of India and how beneficial it is to be non-aligned

Procedure

Preparation: Get Set

- Presentation of visuals-based interactive video link: <https://youtu.be/xVYU9ZBq-0w>
- This lesson can be started by recounting the sacrifices of all those who helped us gain independence and then move on to the problems faced by independent India. The teacher can then explain the foreign policy, the 5-year plans, etc. to show how much India has developed and what needs to be done and what challenges modern India is facing.

Lesson

The teacher explains:

- India became a Sovereign Democratic Republic on 26th January 1950.
- It was a day of joy and sorrow, joy of gaining independence and the sorrow of partition.

PROBLEMS AFTER INDEPENDENCE

- The migration of millions of people from Pakistan to India and their resettlement proved a great problem for India.
- There were 550 princely states scattered all over India. Sardar Patel dealt with them with tact and diplomacy and made them join India instead of Pakistan.
- India was divided into high and low castes and there was lack of development.

THE MAKING OF INDIAN CONSTITUTION

- Many Indians, mainly Dr BR Ambedkar drafted the Indian constitution which contained many features like universal adult franchise and guarantee of equality to all citizens, irrespective of caste, creed or religion.
- The Constitution provides three lists, the Union, the state and the concurrent list. The first deals with railways, defence, etc; the second with health and education and the third all of them.
- Hindi was declared the official language and English would be used in courts, in services and communication.

PLANNED DEVELOPMENT

- India adopted a policy of mixed economy in which both government and private enterprises worked in all sectors.
- Initiative was taken to set up heavy industries and dams.
- Dams were called 'temples of modern India'.
- A Planning Commission was setup by the Government of India in 1950.
- This was done for economic development and 5 year plans were made.

INDIA'S FOREIGN POLICY

- India adopted a non-aligned foreign policy.
- It meant that it wouldn't join any power bloc but had an independent approach towards world issues without being influenced.

THE WAY AHEAD FOR INDIA

Though India has developed a lot in all fields in the last few decades, yet more has to be achieved. Unemployment, gender inequality, poverty, unemployment are the various problems that have to be tackled with a positive attitude.

Activity:

1. Find out about the first three five-year plans and whether those plans have been implemented. Note down your findings in the form of a report