

## **Syllabus Forming Committe**

### **History**

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## History

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 1</b> <b>India and Its People</b>	1. Extent  2. Boundries  3. Rivers  4. Coastal Region - Sea Shore	<ul style="list-style-type: none"> <li>- To understand Indian's position in international community the Atlas</li> <li>- To understand problems like border disputes between states and wars caused by crossing the border etc.</li> <li>- To understaned issues like use and conservation of water, Water disputes between states Interlinking of rivers between north and south India.</li> <li>- To realise problems of Indian defence</li> <li>- Understand occurence of natural disasters like sunami</li> <li>- Understand and be able to explain problems of vanishing sea coast, lifting of and from seashore.</li> </ul>	<ul style="list-style-type: none"> <li>- Use of Atlas locate India</li> <li>- Testing the students skill on using territory etc and locate the surroundings, regions.</li> <li>- Locate the borders of India through on Atlas</li> <li>- Locate countries sarrounding India</li> <li>- Quiz on names of borders countries surroundings and directions. bomboo grooves, waste lands.</li> <li>- Locate the origin path and area of importance rivers in the Atlas.</li> <li>- Quiz on promient rivers and their location.</li> <li>- Identify the agricultural crops and their patterns along these water bodies</li> <li>- Locate important parts and harbours of aminent India.</li> <li>- Draw the map and the coastal border.</li> <li>- Findout the kind crops, fruits nuts, vegetables, flowers or plants, shrubs grown in these varieties of mild or soil and water bodies.</li> </ul>	<ul style="list-style-type: none"> <li>- Trace the extent of one's own region, such as the zone,</li> <li>- Trace the borders of one's own district, taluk, village, hobli etc along with water bodies like lakes, ponds, rivers, hills, forest patch, grazing fields,</li> <li>- Locate and trace the flew of rivers in one's region.</li> <li>- Locate important streams / ponds in one's region.</li> <li>- Collection and study of varieties of mind / sand, sweet/salty water.</li> </ul>

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	<p>5. Diversities</p> <p>a. People</p> <p>b. Biodiversity</p>	<ul style="list-style-type: none"> <li>- To understand Indian's trade link with other countries.</li> <li>- Link Bio-diversity, destruction with real life events like elephants said into agricultural lands, pollution, smog etc.</li> <li>- To understand diversity and multicultural presence in cinema literature, sports.</li> </ul>	<ul style="list-style-type: none"> <li>- Explanation regarding bio-diversity of flora and Fauna.</li> <li>- Test on Bio-diversity.</li> <li>- Introducing culture, language costume, food of different parts of the country.</li> <li>- Project for 5 marks on diversity.</li> </ul>	<ul style="list-style-type: none"> <li>- Collect varieties of leaves and flowers to be pressed and preserved between sheets of paper and later present them in an exhibition appropriately named/with titles and species mentioned.</li> <li>- Activities such as asking children/students to address the class in their native languages</li> <li>- Holding an ethnic day so that the regional diversity in Customs are seen.</li> <li>- Food festival, where simple regional snacks can be tasted.</li> <li>- Exhibition of projects, on annual life</li> <li>- Models of bio-diversity</li> <li>- Listing of flora and fauna existing in one's region.</li> <li>- Collecting and recognising various seeds of fruits and flowers of the area.</li> </ul>

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<b>Chapter 2</b> <b>Pre-History of India</b>	1. The Evolution of Life  2. Stone Age	<ul style="list-style-type: none"> <li>- To explain the concept that man is a social animal.</li> <li>- Link the present industrial sed human life and compare with the early stages.</li> <li>- To know why wheels are with spokes, from where the pulleys of a well came from.</li> <li>- Link this above mentioned transformation with the early period, to justify learning of this topic.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain about various stages of evolution through.               <ul style="list-style-type: none"> <li>- Pictures</li> <li>- Pencil sketch and drawing.</li> </ul> </li> <li>- Test through oral question and answer session.</li> <li>- Locate the pre-historic settlements on a map.               <ul style="list-style-type: none"> <li>- Observe the drawings and pictures of early man.</li> </ul> </li> <li>- Trace the phased manner of evolution through project work, which is evaluated for 5 or 10 marks of a unit test.</li> <li>- An oral presentation should accompany the project.</li> </ul>	<ul style="list-style-type: none"> <li>- Collection of pictures.</li> <li>- Examining the handicraft industry of one's own area.</li> <li>- Collecting various tools of writing.</li> <li>- Preparing replicas of pre historic tools in clay / thermacole / mud / wood which can then be used as a teaching aid.</li> </ul>
<b>Chapter 3</b> <b>Indus Civilization</b>	1. Introduction 2. Major Centres Cities 3. Town Planning / Buildings 4. Economic Life 5. Art 6. Social Life 7. Script 8. Decline of the Cities	<ul style="list-style-type: none"> <li>- To understand the present arrangement of urban planning.</li> <li>- To understand the origin of division of cities/towns into residential, industrials commercial units.</li> <li>- To realise the origin of urban infrastructure like paved roads, drainages etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Explanation through pictures of Indus scripts sculpture, jewellery etc.               <ul style="list-style-type: none"> <li>- Use of map of India to locate the Indus belt.</li> </ul> </li> <li>- Test in the form of Drawing or collage of Indus topics like sculptures toys, jewellery, tools map with Indus sites marked</li> </ul>	<ul style="list-style-type: none"> <li>- List the names of various sites of Indus civilisation.</li> <li>- Locate them on the map of India.</li> </ul>

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<b>Chapter 4</b> <b>The Vedic Age</b>	1. Beginning of the Vedic Period 2. Rigvedic / Culture 3. Political System 4. Economic System 5. Society 6. Later Vedic Period - Changes	<ul style="list-style-type: none"> <li>- To know how present day political, social identities such as democratic institutions like panchayats, marriage, caste hierarchies originated.</li> </ul>	<ul style="list-style-type: none"> <li>- Explanation through comparative analysis of position of women, system of education policy etc.</li> <li>- Objective type based questions in a written test.</li> </ul>	<ul style="list-style-type: none"> <li>- List various occupation groups in one's area.</li> </ul>
<b>Chapter 5</b> <b>Jainism and Buddhism</b>	1. Factors which led to the Rise of New Religion 2. Jainism - Life and Teachings of Vardhamana Mahavira 3. Buddhism - Life and Teachings of Gautama Buddha	<ul style="list-style-type: none"> <li>- To understand why new sects continuously emerge in all religions.</li> <li>- To understand why varieties of branches / divisions exist in all religions to this day.</li> <li>- To understand the process of protests in religions with Jainism and Buddhism as examples.</li> </ul>	<ul style="list-style-type: none"> <li>- Explanation through stories and legends such as the Jataka tales.</li> <li>- Explanation through historical events such as Ashoka's patronage, Harsha's support etc.</li> <li>- Evaluation through quiz either individual or group base.</li> </ul>	<ul style="list-style-type: none"> <li>- Visiting Jaina or Buddhist temples/monastery/seminary</li> </ul>
<b>Chapter 6</b> <b>Ancient North India</b>	1. Republics, Janapadas and Ganarajyas 2. Impact of Foreign Invasions	<ul style="list-style-type: none"> <li>- To understand why and how democracy as a tradition is stable in India.</li> <li>- To understand how the present Democratic institutions are based on the tradition of assent and</li> </ul>	<ul style="list-style-type: none"> <li>- Using maps to locate republics and Janapadas.</li> <li>- Trace the route of Alexander's campaign on the map.</li> <li>- Narrate the stories of the confrontations between Pururava and</li> </ul>	<ul style="list-style-type: none"> <li>- On a printed map of India republics can be located or marked.</li> <li>- On a printed map of India campaign route of Alexander can be traced or</li> </ul>

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<p><b>Chapter 7</b> <b>The Age of Mauryas</b></p>	<ol style="list-style-type: none"> <li>1. Chandragupta Maurya</li> <li>2. Asoka</li> <li>3. Spread of Dhamma</li> <li>4. Administrative System</li> <li>5. Art and Architecture</li> <li>6. Decline</li> </ol>	<p>dissent of India from anient period</p> <ul style="list-style-type: none"> <li>- To realise how closely inter linked are the systems of local self government of the present with the part.</li> <li>- To know where the symbols of modern India such as Ashoka Chakra on the flag, currency etc came from.</li> <li>- To understand the origin of present administrative divisions such as district taluks, hobli etc.</li> </ul>	<p>Alexander Ambi and others.</p> <ul style="list-style-type: none"> <li>- Group Discussion for 05 marks.</li> <li>- The group can be of 5 members, taking 5 specific tasks like writing, collecting the data, presentation, drawing etc and marks awarded the students themselves.</li> <li>- Use of map of India to, trace the extent of Mouryan Empire- locate kaling to explain Ashoka's compaign - locate centres of mouryan art.</li> <li>- Use of pictures of Mouryan Monuments as teaching tools.</li> <li>- Evaluation can be marks based assignment on the drawing and labeting of saranath pillar or sanchi stupa.</li> </ul>	<p>marked.</p> <ul style="list-style-type: none"> <li>- A brief 10 minute skit on Alexander and pururava can be enacted by the students in the class room, with the script prepared by</li> <li>- Collecting pictures, photographs of Mouryan monuments.</li> <li>- Drawing the monuments and exhibiting them which later can be used as teaching tool.</li> </ul>
<p><b>Chapter 8</b> <b>Ancient South India</b></p>	<ol style="list-style-type: none"> <li>1. Sangam Age</li> <li>2. Satavahanas - Gautamiputra Satakarni</li> <li>3. Trade and Urban Life</li> <li>4. Religion, Language and Literature</li> </ol>	<ul style="list-style-type: none"> <li>- To understand how the present Kannada, Tamil, Telugu and other regional cultures of south India emerged.</li> <li>- To know how the present</li> </ul>	<ul style="list-style-type: none"> <li>- Explanation through map of south India to locate</li> <li>- Regional kingdoms and capitals,</li> <li>- Centres of art of these kingdoms.</li> <li>- Trading centres.</li> </ul>	<ul style="list-style-type: none"> <li>* List the names of urban centres trade centres, part cities and harbours of ancient and modern south India on a printed map.</li> </ul>

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<p><b>Chapter 9</b> <b>Kushanas</b></p> <p><b>Chapter 10</b> <b>The Guptas</b></p>	<p>5. Kadambas - Mayura Sharma - Contribution to Literature.</p> <p>6. Gangas - Durvinita - Contributions to literature.</p> <p>7. Art and Architecture.</p> <p>8. Status of Women</p>	<p>urbanisation of Southern India is a continuation of the economy of urban centres/temple towns of ancient and medieval South India.</p>	<ul style="list-style-type: none"> <li>- Narrating stories of classics such as Manimekhalai Shilappadikaram, Bharata Bahubali</li> <li>- Class room reading of regional literature to familiarise students with regional writing as part of method of teaching.</li> </ul>	<p>* Field trip to study a regional structure such as a temple, Basadi / Chaitya.</p>
	<p>1. Sungas and Kavas</p> <p>2. Kushanas</p> <p>    a. Kanishka</p> <p>    b. Religion</p> <p>    c. Art and Architecture</p> <p>    d. Literature</p>	<ul style="list-style-type: none"> <li>- To understand how the present image of Buddha was formulated.</li> <li>- To understand how non-indian cultural trends assimilated with regional cultures to forge new identity.</li> </ul>	<ul style="list-style-type: none"> <li>- Use of map to locate the Kushana area, centres of Gandhara art and culture.</li> <li>- Explanation through pictures of Gandhara icons.</li> <li>- Drawing and sketching of Gandhara and Mathura images, monuments as minor projects, which then can be evaluated for 5 to 10 marks or as home assignments.</li> </ul>	<ul style="list-style-type: none"> <li>- Locating Gandhara art centres on the political map of India and Asia</li> <li>- Collecting and exhibiting pictures of Gandhara and Mathura monuments and images.</li> </ul>
	<p>1. Chandragupta I</p> <p>2. Samudragupta II</p> <p>3. Chandragupta II</p> <p>4. Fahian</p> <p>5. Contributions to Literature</p>	<ul style="list-style-type: none"> <li>- To understand the origin of Ayurvedic medicine.</li> <li>- To know from where and how our knowledge of metallurgy, physical sciences such as mathe</li> </ul>	<ul style="list-style-type: none"> <li>- Explanation through using of maps to trace the extent Guptas empire.</li> <li>- Using pictures, plates, photographs to explain Gupta art tradition.</li> <li>- Narrate stories, tales of important</li> </ul>	<ul style="list-style-type: none"> <li>- Enacting skit on the themes of prominent plays of the Gupta period.</li> <li>- Visit museums to study Gupta coinage and art.</li> </ul>

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<p><b>Chapter 11</b> <b>Vardhans, Chalukyan and Pallavas</b></p>	<p>6. Art and Architecture 7. Science 8. Decline</p> <p>1. Vardhanas 2. Harsha Varadhanas - Literature - Nalanda University - Religious Assemblies. 3. Pallavas of Kanchi - Literature - Temples - Heun-Tsang</p>	<p>ematics, astronomy etc evolved.</p> <ul style="list-style-type: none"> <li>- To know the evolution of state-craft literary traditions in various languages</li> <li>- All the above three provides a link in understanding the existing systems of knowledge and institutions such as polity, trade, economy, industrial networking etc.</li> <li>- To know how the present mercantile group formation tradition is derived.</li> <li>- To understand how the present form of temple architecture evolved.</li> </ul>	<p>literary works of Kalidasa, Basava</p> <ul style="list-style-type: none"> <li>- a written test.</li> <li>- Using maps to locate their respective centres of power, extent of empires.</li> <li>- Use of OHP's, LCD's to explain the architectural contributions of the dynasty.</li> <li>- Photographs, Line drawings, sketches to explain their architecture.</li> <li>- Evaluation based on project work that involves collection of photographs/drawing/sketching/painting of the monuments etc, which can be either graded or marked or given as home assignment.</li> <li>- An oral test.</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare a list of important scientific discoveries and inventions of the Gupta period and trace their relevance to the present.</li> <li>- Field visit to Chalukya, Pallava architectural centre.</li> <li>- Field visit to observe and study temples of ancient or medieval period.</li> <li>- Collect photos of Chalukya, Pallava monuments and arrange for an exhibition of those.</li> <li>- List the names of foreign travellers who visited India during the Vardhana, Chalukya and Pallava period.</li> </ul>

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<p><b>Chapter 1</b> <b>India and Outside World</b></p>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Rise of Christianity and Islam</li> <li>3. Crusades, Arabs, Mongols,</li> <li>4. Turks, Political</li> <li>5. Cultural and Trade Contacts</li> </ol>	<ul style="list-style-type: none"> <li>- To understand that India had contact with outside world.</li> <li>- To understand the circumstances which led to the advent of Christianity and Islam to India and the impact which resulted from it.</li> <li>- To realise that India had cultural and commercial contacts with countries such as Arabia, Mangolia and Turkey.</li> </ul>	<ul style="list-style-type: none"> <li>- Make a list of important tenants of Christianity and Islam.</li> <li>- Mark on an outline map the birth place of Christianity and Islam.</li> <li>- Ask questions and supplementary questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Collect picture of the founders of Christianity and Islam.</li> <li>- Collect information on festivals and rituals associated with Christianity and Islam.</li> </ul>
<p><b>Chapter 2</b> <b>Rajputs and Their Contemporaries</b></p>	<ol style="list-style-type: none"> <li>1. Palas</li> <li>2. Gurjara - Pratiharas               <ol style="list-style-type: none"> <li>a. Rajputs</li> <li>b. Society and Culture</li> <li>c. Literature</li> <li>d. Economy</li> <li>e. Religion and Sects</li> <li>f. Arts and Architecture</li> <li>g. Economic Condition</li> <li>h. Contributions</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>- Know the contributions of Rajput Kings.</li> <li>- Know the contributions of Palas and Gurjaras.</li> <li>- Understand the administrative and socio-economic life of medieval period.</li> </ul>	<ul style="list-style-type: none"> <li>- Make a list of important Rajput kings.</li> <li>- Which are the important Literary works of Rajput period.</li> <li>- Mark on outline map areas ruled by Rajput Kings.</li> <li>- Questions and group discussions.</li> </ul>	<ul style="list-style-type: none"> <li>- Mark the Rajput States on outline map.</li> <li>- Collect pictures and information about Rajput rulers.</li> <li>- Collect pictures of Rajput Architectural Monuments.</li> </ul>

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<p><b>Chapter 3</b> <b>Prominent Kingdoms of South India</b></p>	<ol style="list-style-type: none"> <li>1. Rastrakutas</li> <li>2. Kalyani Chalukyas</li> <li>3. Hoysalas</li> <li>4. Cholas               <ol style="list-style-type: none"> <li>a. Society and Culture</li> <li>b. Literature</li> <li>c. Society</li> <li>d. Economic Life</li> <li>e. Religion and Sects</li> <li>f. Art and Architecture</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>- Understand the rise and growth of culture in Southern India.</li> <li>- Historical importance of Deccan region and major dynasties who ruled from Deccan.</li> <li>- Territorial expansion and battles among the South Indian Kingdom.</li> <li>- Contributions made by South Indian Dynasties to Promote Regional language, Art and Architecture.</li> </ul>	<ul style="list-style-type: none"> <li>- Make a list of contribution made by South Indian kings for the growth of regional languages and literature.</li> <li>- Make a list of contributions made by Rastakutas, Chalukyas, Hoysalas and Cholas to Art and Architecture.</li> </ul>	<ul style="list-style-type: none"> <li>- Mark on outline map on the areas ruled by Rastrakutas, Chalukyas, Hoysala and Cholas.</li> <li>- Cultivate interest among important literary works of South India.</li> </ul>
<p><b>Chapter 4</b> <b>Religious Ideas and Social Reformers</b></p>	<ol style="list-style-type: none"> <li>1. Shankaracharya (Advaita)</li> <li>2. Ramanujacharya (Vishistadvitha)</li> <li>3. Madhwacharya (Dwaita)</li> <li>4. Basaveshavara (Shakti Vishistadvaita)</li> <li>5. Vachana Movement</li> </ol>	<ul style="list-style-type: none"> <li>- Understand the circumstances which led to Religious reforms.</li> <li>- To realise that religious reformers emphasized simple way to achive salvotion.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask questions relating to the teachings of Sankara, Ramanuja, Madhwa and Basaveswara.</li> <li>- Explain with suitable examples on to how new Religious safe contributed to the growth of language and literature.</li> </ul>	<ul style="list-style-type: none"> <li>- Collect pitctures of important religious sect founders.</li> <li>- Collect simple Vachanas and practice them.</li> </ul>

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<b>Chapter 5</b> <b>Delhi Sultenate</b>	1. Polity 2. Economy 3. Society	<ul style="list-style-type: none"> <li>- Attempts made by reformers to remove blind believes among the people.</li> <li>- Know about important Delhi Sultans and their achivements and contributions.</li> <li>- Administrative reforms introduced by Delhi Sultane.</li> <li>- Contributions made by Delhi Sultane to Art and Architecture.</li> </ul>	<ul style="list-style-type: none"> <li>- Discusses the achivements and contributions of important Delhi Sultane.</li> <li>- Make the students understand the extent of Delhi Sultans kingdom with the help of a map.</li> <li>- Using suitable picture explain the contributions of Delhi Sultans to Architecture.</li> </ul>	<ul style="list-style-type: none"> <li>- On an outline map locate the extent of Delhi Sultane King- dom, capital cities, places of Architectural importance and commercial centres.</li> <li>- Collect pictures of monu- ments built by Delhi Sultane.</li> </ul>
<b>Chapter 6</b> <b>Bhakti Cult</b>	1. Bhakti Cult - Introduction 2. Chaitanya 3. Gurunanak 4. Meera Bai 5. Sufi Saints 6. Chishtis	<ul style="list-style-type: none"> <li>- Realise the goal and objectives of Bhakti movement.</li> <li>- Realise that Bhakti movement promoted. Social harmony among different sections of people.</li> <li>- Bhakti movement promoted regional language and literature.</li> </ul>	<ul style="list-style-type: none"> <li>- Make a list of Teachings Preached by the Bhakti Saints.</li> <li>- Contribution of Bhakti Saints to promote Hindu muslim unity.</li> <li>- Make a list of places.</li> </ul>	<ul style="list-style-type: none"> <li>- Collect pictures of important religious reformers.</li> <li>- Know about songs and other literary forms used by religious leaders.</li> </ul>
<b>Chapter 7</b> <b>Vijayanagara</b>	1. Introduction 2. Dynasties	<ul style="list-style-type: none"> <li>- The circumstance which led to the foundation of Vijaya-</li> </ul>	<ul style="list-style-type: none"> <li>- Make a list of the Vijayanagara rulers of four dynasties.</li> </ul>	<ul style="list-style-type: none"> <li>- Collect pictures of Vijaya- nagara Monuments.</li> </ul>

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<p><b>Chapter 8</b> <b>Bahamani Sultans</b></p>	<p>a. Sangama b. Saluva c. Tuluva d. Aravidu 3. Devaraya - II 4. Krishnadevaraya 5. Battle of Talikota 6. Foreign Travellers 7. Contributions     A. Literature     B. Art and Architecture     C. Society     D. Economy</p> <p>1. Introduction - Factors that lead to the Rise of the Kingdom 2. Major Rulers 3. Mahammed Gawan 4. Decline of Bahamani 5. Rise of New Kingdown     a. Immad Shahi of Birar     b. Nizam Shahi of Ahamad Nagar     c. Adil Shahi of Bijapur     d. Barid Shahi of Bidar     e. Qutub Shahi of Golkonda</p>	<p>nagar empire.</p> <ul style="list-style-type: none"> <li>- Know the important Vijayanagar rulers and their achievements and contributions.</li> <li>- Understand the glory and Vijayanagar empire as revealed from the accounts of foreign travellers.</li> <li>- Importance of battle of Talikote.</li> <li>- Contribution of Vijayanagara to Art, Architecture and Culture.</li> </ul> <ul style="list-style-type: none"> <li>- Understand the political system established by Bahamani rulers.</li> <li>- Contribution made by Bahamani Rulers to literature, Art and Architecture.</li> <li>- Political disintegration of Bahamani kindgom and the rise of new independent states.</li> </ul>	<ul style="list-style-type: none"> <li>- List out significant literary works and monuments.</li> <li>- Locate the places which were being ruled by Vijayanagara kings in a map.</li> </ul> <ul style="list-style-type: none"> <li>- Note the list of Sultans of Bahamani.</li> <li>- Note a special reference on Mohamad Gawan.</li> <li>- List out the monuments of Bahamani Sultans.</li> <li>- Locate the places which were being ruled by Bahamani kings in a map.</li> </ul>	<ul style="list-style-type: none"> <li>- Collect more information on the glory of Hampi, the capital of Vijayanagara</li> <li>- Know more about literary songs of Purandaradasa and Kanakadasa.</li> </ul> <ul style="list-style-type: none"> <li>- Mark on an outline map the areas ruled by Delhi Sultane.</li> <li>- Collect pictures of Monuments built by Delhi Sultane.</li> <li>- Collect more information on patronage extended by mohammad Gawn to education</li> </ul>

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<p><b>Chapter 9</b> <b>The Mughals</b></p>	<p>6. Contributions  a. Literature  b. Art and Architecture  c. Society  d. Economy</p> <p>1. Important Rulers  a. Babur  b. Akbar  c. Jahangir  d. Shershah  e. Shahajan  f. Aurangzeb  g. Decline of Mughals</p> <p>2. Political System  3. Economic Condition  4. Society and Religion  5. Art and Architecture</p>	<ul style="list-style-type: none"> <li>- Understand the Mughal political system and important rulers, their life and achievements.</li> <li>- Factors which led to decline of Mughals.</li> <li>- Reforms introduced by Mughals in the field of administration, economy religion</li> <li>- Contribution of Mughals to Art and Literature.</li> </ul>	<ul style="list-style-type: none"> <li>- Make a list of the Mughal kings and their contributions.</li> <li>- Locate the places which were being ruled by Mughals kings in a map.</li> </ul>	<ul style="list-style-type: none"> <li>- Mark on an outline map area under Mughal rule, capital cities and commercial cities.</li> <li>- Collect more information on Taj Mahal and Mayura Throne.</li> </ul>
<p><b>Chapter - 10</b> <b>Shivaji</b></p>	<p>1. Life  2. Achievements  3. Administrative System  4. Military System  5. Revenue System  6. Social Condition</p>	<ul style="list-style-type: none"> <li>- Understand how early life and political environment influenced political rise of Shivaji.</li> <li>- Relation between Shivaji and Adil Shahi's and Mughals.</li> </ul>	<ul style="list-style-type: none"> <li>- Locate the places which were being ruled by Shivaji in a map.</li> <li>- List out the administrative reforms of Shivaji.</li> <li>- Noting the nature of military system of Shivaji with special reference to</li> </ul>	<ul style="list-style-type: none"> <li>- Collect pictures of Shivaji.</li> <li>- Collect more information on built by Shivaji.</li> <li>- Know more about Naval force established by Shivaji.</li> </ul>

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<p><b>Chapter 11</b> <b>Karnataka History</b></p>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Wodeyars of Mysore</li> <li>3. Keladi Rules</li> <li>4. Nayakas of Chitradurga</li> <li>5. Yalahanka Nadaprabhaus</li> <li>6. Kings of Coorg</li> <li>7. Kittur Province</li> <li>8. Rulers of Tulunadu</li> <li>9. Nayakas of Hydrabad Karnataka</li> <li>10. Haidar Ali and Tipu Sultan</li> </ol>	<ul style="list-style-type: none"> <li>- Character of the Maratha State System.</li> <li>- Understand the political system which emerged in Karnataka after the decline of Vijayanagara.</li> <li>- Contributions made by regional Chiefs to economic development and cultural life</li> <li>- Political military system and economic reforms introduced by Hyder Ali and Tipu Sultan.</li> </ul>	<p>naval administration.</p> <ul style="list-style-type: none"> <li>- Locate Mysore, Keladi, Chitradurga, Yalahanka, Coorg (Kodagu), Chittur and Tulunadu in a map.</li> <li>- Explain the nature of wars held between British and Hyder-Tipu through the help of map.</li> <li>- Note the contribution of various administrators ruled in different parts of Kannada region.</li> </ul>	<ul style="list-style-type: none"> <li>- Collect information and pictures on Mysore Dasara.</li> <li>- Collect information and pictures of Palace, Forte built by Chitradurga Nayakas, Keladi Chiefs, Yalahanka Prabhus and Tipu Sultan.</li> </ul>

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Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 1</b> <b>India and the Modern World</b>	1. Renaissance a. Humanism b. Art, Architecture, Science c. Spread of Renaissance 2. Reformation a. Sale of Indulgence b. Martin Luther c. Counter Reformation 4. Effects of Reformation 3. Geographical Explorations a. Introduction New Inventions b. Fall of Constantinople c. Marco Polo d. Vasco-Da-Gama e. Discovery of America f. Ferdinand Megallon g. Consequences	<ul style="list-style-type: none"> <li>- To understand the background of 20th political and economic systems of Asia, Africa and America.</li> <li>- To understand the problems of the, original inhabitantants and their identities of these lands.</li> <li>- To get a background to understand issues such as slavery, American / Red Indian identities, Afrikaneers / people of Africa and issues associated with them.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the maps for such topics like geographical discoveries, tall of constantinople.</li> <li>- Use of photographs, plates etc for teaching Renaissance Art and Architecture along with introducing relevant literature ex: Roopadarshi by K.V. Ayyer</li> <li>- Trace the prominent geographical expeditions on the map which can then be evaluated for either 5 or 10 marks.</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare a list of new discoveries.</li> <li>- Familiarise the life history of important reformers and scientists.</li> </ul>
<b>Chapter 2</b> <b>Europeans in India</b>	1. Background of the Advent of Europeans 2. Portuguese-Albuquerque-Decline of Portuguese	<ul style="list-style-type: none"> <li>- To analyse and be aware of the origin of extensive use of European / English language and culture at present.</li> </ul>	<ul style="list-style-type: none"> <li>- Use of map to locate the European trade centres.</li> <li>- Writer Test.</li> <li>- List the most valuable</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare a list of exports from India before and during the time of the arrival of Europeans.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 3</b> <b>India in 18th Century</b> <b>1707-1757</b></p> <p><b>Chapter 4</b> <b>Rise of the English</b></p>	<p>3. Dutch 4. English East India Company 5. French East India Company</p> <p>1. Anarchical Conditions in India 2. Downfall of the Mughal Empire 3. Administration of Peshwa Rulers 4. Nawabs of Carnatic 5. Carnatic Wars 6. Nawabs of Bengal - Battle of Plassey 7. Consequences</p> <p>1. Introduction 2. British Rule in Bengal Robert Clive, Warren Hastings 3. Native Rulers 4. Battles - Buxar Anglo Maratha War Anglo Sikh War</p>	<ul style="list-style-type: none"> <li>- To know the difference in the economic status of India from the present to that of pre colonial era.</li> <li>- The study of their unit is important to realise the dangers of inter-state conflict and separatist movements in India at present.</li> <li>- The unit demonstrates how the pressure generated by regional conflicts regarding identities resulted in European domination.</li> <li>- Indiscriminate granting of permits in globalisation to multinational companies leads into disastrous results. This unit demonstrates such results due to granting of unrestrained permits to the British, French, Dutch and other Europeans.</li> </ul>	<p>commodities imported from India into the Europe markets.</p> <ul style="list-style-type: none"> <li>- Explain the details of wars through maps.</li> <li>- Students would narrate and evaluate the wars in the class room.</li> <li>- Chronological Table.</li> <li>- Use of map for explanations of war.</li> <li>- Written Test.</li> </ul>	<ul style="list-style-type: none"> <li>- Preparing a list of valuable materials of Mughal Empire which was found during the invasion of Nadirshaw</li> <li>- Preparing a list of chronology of wars and names of wars.</li> <li>- Preparation of compartment lists for names of rulers, kingdoms and centres of war.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 5</b> <b>Hyder Ali and Tippu Sultan</b></p>	<p>5. Administrative Changes a. Revenue b. Political c. Military</p> <p>1. Introduction 2. Hyder Ali Anglo Mysore War Emergence of New Mysore State 3. Tippu Sultan Introduction 4. Architect of Modern Mysore State a. Political Strategies Alliances, Wars, Consequences b. Economy, Trade - Industry - Coinage Revenue - Plantation c. Society</p>	<p>- To know the origin of Industrialisation and trade system of Karnataka at present. - To know the reason for the location of the mint of Government of India in Mysore</p>	<p>- Use of coins, currency and maps. - Use of photographs and plates. - Group discussion / Individual presentation by student of 5 or 10 marks evaluation.</p>	<p>- Filed visit to administrative centres such as Mysore, Bangalore, Srirangapattana.</p>
<p><b>Chapter 6</b> <b>Impact of British Rule on India</b></p>	<p>1. Administrative a. Civil Service b. The Military and Police c. The Judiciary</p>	<p>- To understand the reason for the decline of Panchyat Raj system, extensive use of English Language etc.</p>	<p>- Comparative study of Revenue systems as a part of teaching process. - A general introduction to prominent writings of this period. ex: Dadabai</p>	<p>- Compare the past revenue systems with that of the present.</p>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 7</b> <b>Social Reform Movements</b></p> <p><b>Chapter 8</b> <b>Indian Resistance to British Rule</b></p>	<p>2. Economy  a. Land Revenue Policy  b. The Permanent Settlement  c. Mahalawari System  d. Ryotwari System  e. Consequences</p> <p>2. Industry and Trade  - Consequences</p> <p>3. Society - Legislations  - Reforms</p> <p>4. English Education  - Changes</p> <p>1. Brahma Samaj  2. Prarthana Samaj  3. Satyashodaka Samaj  4. Arya Samaj  5. Theosophical Society  6. Sri Narayan Guru Movement  7. Aligarh Movement</p> <p>1. Introduction  2. First War of Independence  3. Causes</p>	<p>- To know the origin and problematic nature of caste system, the practise of dowry etc.</p> <p>- To understand the prices of Non-governmental /people's initiatives at bringing about changes.</p> <p>- To understand the background of Gandhiji's Non-violent opposition.</p>	<p>Naoroji's 'Poverty and Un British rule in India.</p> <p>- Brief project report and oral test.</p> <p>- As a part of teaching method, a general introduction to the Bengali literature of the period for ex: Bankim chandra chararjee, Sharat Chandra Chattopadhyaya's works.</p> <p>ups.</p> <p>- As a part of teaching methodology use of popular historical literature and cinema. Ex. Works of william Dalnypmle,</p>	<p>- List the important produce of both of these periods.</p> <p>- Class room discussion on the changed position of women.</p> <p>- Location of centres of war on map.  - List out important dates.</p>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 9</b> <b>National Movement</b></p>	<p>a. Political b. Economic c. Administrative Partition Bengal Rowlatt Act - Jallianwala Bagh</p> <p>1. Introductoin 2. Growth of Nationalism 3. Foundation of Indian National Congress - Nature and Characteristics 4. Early Leaders - A.O. Hyume, Gokhale, Surendranath Byanarji - Objectives and Methods 5. Formation of Muslim League 6. Extremist Leaders - Lal, Bal, Pal 7. Revolutionaries - V.D. Savarkar, Arbindo Gosh 8. Home Rule Movement - Tilak, Annie Basent 9. British Reaction to National Movement a. Divide and Rule - Partition of Bengal</p>	<p>- The dangers of unrestricted liberalisation and globalisation is the emergence of disguised colonialism. To combat this a study of this unit is essential.</p>	<p>Ketan mehta's movie 'Mangal Pande' etc. - Preparation of analytical (brief) write ups.</p> <p>- Teaching in Disucussion made - Use of popular mediums such as literature / cinema on Gandhi etc. - Quiz</p>	<p>- Listout names of rulers and leaders. - List out important dates. - List out names of rulers and leaders.</p> <p>- Preparatoin of a list of names of leaders and events.</p>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 10</b> <b>National Movement</b> <b>(Gandhian Era)</b></p> <p><b>Chapter 11</b> <b>National Movement</b> <b>Partition and</b> <b>Independence</b></p>	<p>b. Rowlath Act c. Tragedy of Jallianwallabagh d. First World War and Respose of Indians</p> <p>1. Introduction 2. Gandhi's Early Life 3. Gandhi's Entry into the National Movement a. Non-co-operation Movement b. Civil Disobdience Movement c. Quit India Movement</p> <p>1. Introduction 2. Impact of II<sup>nd</sup> World War 3. Jinnah-Separate State for Muslims 4. I.N.A. Subhaschandra Bose 5. Towards Independence</p>	<p>- Making an attempt to explain the growth of modern democratic India which had inspiration from Gandhi's great ideals of Non-violence, Swarajya and Satyagraha.</p> <p>- To know how the national movements made impact in building up the modern, stable and democratic India.</p> <p>- To understand the dimensions of Partition of India and Jinnah.</p> <p>- To study the contributions of Nehru, political agitations of Subhashchandra Bose and Social concerns of Dr. B.R. Ambedkar</p>	<p>- Discussion mode. - use of map. - Written test. - Reading of literature and watching cinema-both of these belonging or representing that period.</p> <p>- Use of map. - Use of popular music, literature cinema etc.</p>	<p>- Collection of newspaper reports of the Gandhian period and exhibiting them.</p> <p>- Watching movies such as Richard Atonborou's Gandhi, Ketan mehta's Sardar, M.S. Satya's Garam Hawa and so on. - List names of important national leaders.</p>

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Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 1</b> <b>Sources of History</b>	1. Introduction 2. Literature 3. Inscriptions 4. Numismatics 5. Architecture 6. Monuments 7. Legends 8. Oral Sources	<ul style="list-style-type: none"> <li>- Conemporary events such as change governments, development in information sector, business/trade strategies cannot be understood without the help of sources like newspapers, radio, television, magazine.</li> <li>- Similarly to know and underest and the past sources of ancient period are very essential.</li> </ul>	<ul style="list-style-type: none"> <li>- Use of inscriptions, seals, rewards, coins, copper plate rewards.</li> <li>- Introduce the branch of Oral traditions</li> <li>- Brief writeup an any one of the sources.</li> <li>- Presentation on any of the sources.</li> </ul>	<ul style="list-style-type: none"> <li>- Collection and exhibition of coins, palm leaf rewards, photographs etc.</li> </ul>
<b>Chapter 2</b> <b>Geographical Features and Pre-history of India</b>	1. Introduction 2. Geographical features of India 3. Pre-historic Period <ul style="list-style-type: none"> <li>a. Old Stone Age</li> <li>b. Microlithic Age</li> <li>c. Neolithic Age</li> <li>d. Metal Age</li> </ul>	<ul style="list-style-type: none"> <li>- To know-India's defence preparation-Problems of border encroachment.</li> <li>- To understand issues like river water disputes, interlinking of rivers of North and South India.</li> <li>- To Understand crisis and dangers of shrinking of coastal lands, excessive lifiting of and from river beds etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Use of charts and maps for geographical features.</li> <li>- Use of models of tools, pictures and photographs.</li> <li>- Written test.</li> <li>- Drawing the map of India locating the prehistoric sites.</li> </ul>	<ul style="list-style-type: none"> <li>- Survey and maping of one's own area's geography.</li> <li>- Listing of ponds, grazing lands and other physical features of the region.</li> <li>- Drawing the map / ground plan with directions of one's school/home/street/major buildings etc.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 3</b> <b>Indias Ancient Civilizations</b></p>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Indus Civilization</li> <li>3. Vedic Age - Early Vedic Period               <ol style="list-style-type: none"> <li>a. Polity</li> <li>b. Society</li> <li>c. Religious Beliefs</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>- To understand the present system of urban planning</li> <li>- To understand and analyse various cointemporary institutions such as caste system by tracing their original existances as social hierarchies.</li> <li>- To understand how the institutions of monarchy evolved.</li> </ul>	<ul style="list-style-type: none"> <li>- Use of pictures, replicas of bronze figures, seals of Indus valley civilisation.</li> <li>- Use of map to locate the topographical extent; sites, of the civilisation.</li> </ul>	<ul style="list-style-type: none"> <li>- Visiting a museum to study Indus artifacts.</li> <li>- Group discussion on position of women in comparative made the present with the past.</li> </ul>
<p><b>Chapter 4</b> <b>World's Ancient Civilizations</b></p>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Egyption Civilization</li> <li>3. Measapotamian Civilization</li> <li>4. Chinese Civilization               <ol style="list-style-type: none"> <li>a. Polity</li> <li>b. Society</li> <li>c. Religious Beliefs</li> <li>d. Literature</li> <li>e. Science</li> <li>f. Art and Architecture</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>- To understand the present or contemporary revival of several Asian nations / societies life china, Taiwan, Japan.</li> <li>- To understand, analyse the European dominations in economy &amp; international relations.</li> </ul>	<ul style="list-style-type: none"> <li>- Lecture - Demonstration</li> <li>- Use of Globe and map of the world.</li> <li>- Use of Photograph, pictures.</li> <li>- Question and Answer session.</li> </ul> <p>the achievements of these areas in the present with that of the past.</p>	<ul style="list-style-type: none"> <li>- Discussion on comparative. strengths of civilisations of Asia, Africa and America.</li> <li>- Through comparison link</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 5</b> <b>Greek, Roman and American Civilization</b>	1. Introduction 2. Greek, Roman and American Civilization a. Polity b. Society c. Religious Beliefs d. Science e. Literature f. Art and Architecture	<ul style="list-style-type: none"> <li>- To understand the culture and societies of counterparts of Ancient India.</li> </ul>	<ul style="list-style-type: none"> <li>- Projecting the western documentaries and cinemas.</li> <li>- Explain the details to the students through LCD projectors.</li> </ul>	<ul style="list-style-type: none"> <li>- Comparative studies on the contemporary civilisations.</li> </ul>
<b>Chapter 6</b> <b>North India from 6<sup>th</sup> C.B.C. to 3<sup>rd</sup> C.B.C.</b>	1. Introduction 2. Birth of New Religions a. Jainism b. Buddhism 3. Foreign Invasion - Alexander - Impact of Foreign Invasion	<ul style="list-style-type: none"> <li>- To understand the origin of the traditions of Assent and Dissent in Indian society which is also the basis on which the democratic system of country functions.</li> <li>- To understand and appreciate the heterodoxical traditions.</li> </ul>	<ul style="list-style-type: none"> <li>- Narration of Buddhist and Jaina tales such as jatakas as part of teaching.</li> <li>- Using photographs, plates as teaching tools to explain Gandhara and Mathura images.</li> <li>- Group Discussion.</li> </ul>	<ul style="list-style-type: none"> <li>- Trace Alexander's route across the map of India.</li> <li>- Read Jaina, Buddhist Stories.</li> <li>- Visit a nearby chaitya, Stupa or a vihara.</li> </ul>
<b>Chapter 7</b> <b>Mouryas- Kushanas</b>	1. Mouryas - Policy - Society - Economy - Literature - Art and Architecture	<ul style="list-style-type: none"> <li>- It helps in understanding the origin of modern Indian identities such as the wheel on the flag,</li> </ul>	<ul style="list-style-type: none"> <li>- Trace the geneology and chronology through flowdiagram.</li> <li>- Photographs of Mouryas monuments.</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing the Sanchi stupa.</li> <li>- Drawing and naming of the various components of the</li> </ul>

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<b>Chapter 8</b> <b>The Guptas and</b> <b>the Vardhanas</b>	2. Kushanar - Policy - Society - Economy - Literature - Art and Architecture	Ashoka pillar on currency etc. - To know the origin of the present administrative hierarchy. - To know how the age of the Mouryas provides a link to understand practise of politics in contemporary India.	- Use of map to indicate. i. Capital ii. Provinces and their capitals. iii. economic centres. iv. Ports / harbours. v. Extent of the empire. - Quiz on centres of art, literature, Administrative units and Economic System. - Drawing of monuments such as Sanchi stupa as home assignment and later evaluated for 5 or 10 marks.	Saranath Colum. - Collection of photographs such as tourist brochure, photo cards of the monuments.
	1. Introduction 2. The Gupta Age: a. Polity b. Society c. Economy d. Religious Beliefs e. Literature f. Science g. Art and Architecture 3. The Vardhanas a. Polity	- To dissect and understand the link between economic prosperity and urbanisation as is happening at present. - To understand the contemporary feature of interdependency between administration and leading business houses. - To get a link to the present feature of large reserveir of technical pool, trace its origin to the	- Discuss the writings of prominent authors of the Gupt period, such as Kalidas Bhasa etc, either through i. a Short skit ii. narrating the stories. - Trace the connections between economic prosperity, increased trade, growth or urbanisation greater importance to imperial power etc. - Group disucussion / presentation with seperate but equal marks for write up,	- List the contemporary names of several defence and communication satellites connect them with the names of Gupta period. - List of writers and their titles. - Locate the areas of Gupta monuments on the map of India. - List of important writers and their works.

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 9</b> <b>South India form</b> <b>3rd C.B.C. to 6th C.B.C.</b></p> <p><b>Chapter 10</b> <b>The Chalukyas of</b> <b>Badami and the</b> <b>Pallavas of Kanchi</b></p>	<p>b. Society c. Economy d. Religious Beliefs e. Literature f. Science g. Art and Architecture</p> <p>1. Introduction 2. Satavahanas 3. Kadambas 4. Gangas 5. Contributions     a. Polity     b. Society     c. Economy     d. Religious Beliefs     e. Literature     f. Science     g. Art and Architecture</p> <p>1. Introduction 2. The Chalukyas of Badami,</p>	<p>evolution of science and technology from the Gupta age.</p> <p>- To understand how the present linguistic regions of South India emerged. - To understand the origin and evolution of specific regional cultural identities of South India at present. - To be aware as to how inter-dependent linguistic traditions always are.</p> <p>- To understand the significant role played by traders, business</p>	<p>presentation, line drawings / sketches and Photos / pictures.</p> <p>- A tabulation chart for geneology. - Time line for chronology. - Readings from classics of period / narrating the stories / legends of this period. - Drawing / sketching of Satavahana and Ganga Monuments. - Preparing a list of the architectural centres of Gangas and Kadambas and Satavahanas and locating them on a map. Both of the above mentioned can be evaluated as home assignment / marks based internal assignment.</p> <p>- Use of geneology chart. - Flow Diagrams usage for chronology</p>	<p>- List the names of scientists and their scientific contribution. - Explore how many of these names, discoveries and inventions are being used at present.</p> <p>- Mind mapping for dynasties rulers and administrative units. - Attempt to read and translate a few words / sentences of Halamidi inscription and other inscriptions of the period.</p> <p>- Field visit to any of the Badami chalukyas and</p>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
	<p>The Pallavas of Kanchi</p> <p>3. Chalukya Pallava Conflict</p> <p>4. a. Polity</p> <p>b. Society</p> <p>c. Economy</p> <p>d. Religious Beliefs</p> <p>e. Literature</p> <p>f. Art and Architecture</p>	<p>associations in governance at present by tracing the evolution of mercantile guilds of the past and their role in administration.</p> <ul style="list-style-type: none"> <li>- To know the link of continuity in the tradition of establishment of various guilds such as artisan, craftsmen, etc and their role in the formulation of economic policies.</li> <li>- To understand the evolution of the form of temple in its present formation.</li> </ul>	<p>and genealogy.</p> <ul style="list-style-type: none"> <li>- Photographs, line drawings usage to explain architectural topics.</li> <li>- Use of map of South India for locating historical places.</li> <li>- Individual presentation of 2 to 3 minutes of the topics taught such as importance of guilds, trade centres, religious movements etc and marks awarded accordingly.</li> <li>- Group presentation with topics equally divided between them, of 10 to 15 minute duration. Each topic individually assigned and equal marks assigned for all the topics and marks awarded according to the performance.</li> </ul> <p>Ex: Topic-badami caves, Topi division:</p> <ol style="list-style-type: none"> <li>1. Collection of Data, 2. Photographs</li> <li>3. Maps of line drawings, 4. Chart Preparation. 5. Presentation.</li> </ol> <ul style="list-style-type: none"> <li>- All these 5 areas to five students with equal marks of 5 for each area. But awarding of marks based on performance.</li> </ul>	<p>Pallava centres of art.</p> <ul style="list-style-type: none"> <li>- Collection and exhibition of photographs of these monuments with titles, explanatory notes.</li> <li>- Line drawings of ground plans of chalukya and pallava structures.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 11</b>  <b>The Rastrakutas</b>  <b>of Manyakheta</b>  <b>and the Chalukyas of</b>  <b>Kalyan</b></p>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. The Rastrokutas of Manyakheta</li> <li>3. The Chalukyas of Kalyana</li> <li>4. Contribution</li> </ol>	<ul style="list-style-type: none"> <li>- To understand the political situation of North India a from 11th Century AD onwards by linking it with the political vaccume caused by Rashtrakutas North Indian Compaings till 10<sup>th</sup> Century AD. The result of the vaccume was the success of Turko Afghan entry.</li> <li>- To understand the evolution of engineering technology in India through Rashtrakuta structures such as the Kailas at Ethera and Kalyani Chalukyan centres of art.</li> <li>- To explore and understand the close link between. <ol style="list-style-type: none"> <li>1. Political stability</li> <li>2. Economic prosperity through Industrialisation and Trade.</li> <li>3. Architectural Tradition based on artisan and artist guilds.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- Use of photographs, pictures.</li> <li>- Maps for location of their provinuial administrative units, centres of art.</li> <li>- Flow chart for geneology.</li> <li>- Written test.</li> <li>- Listing of Kalyani Chalukyan rulers, monuments with brief explanatory note as evaluation based assignment. surrounding oine's region.</li> <li>- Explore the link or contrast between the architectural trends of the present with that of the past.</li> </ul>	<ul style="list-style-type: none"> <li>- Study tour to architectural centres of Kalyani Chalukyas.</li> <li>- Visiting the Museums.</li> <li>- Attempt ot read and translate into modern Kannada a few sentences of 'Kavirajamarga'.</li> <li>- List prominent structres of Kalyani Chalukyan period</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 12</b>  <b>The Cholas of Tanjore</b>  <b>and The Hoysalas of</b>  <b>Dorasamudra</b></p>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. The Cholas of Tanjore</li> <li>3. The Hoysalas of Dorasamudra</li> <li>4. Contributions</li> </ol>	<ul style="list-style-type: none"> <li>- To understand the origin of local self government tradition through the local self government system of the cholas.</li> <li>- To understand the origin and extensive use of the present varieties of irrigation systems like. Tank, well, canal etc through the irrigation system of the cholas and Hoysala period.</li> <li>- To study the evolution of engineering technology through the chola and Hoysala monuments.</li> </ul>	<ul style="list-style-type: none"> <li>- Flow chart for               <ol style="list-style-type: none"> <li>a. Geneology</li> <li>b. Irrigation network</li> <li>c. Architectural Centres.</li> </ol> </li> <li>- Map for location of capitals provinces and routes of campaigns.</li> <li>- Map of Asia for the chola South East Asian expansion.</li> <li>- Project work as presentation.</li> <li>- Quiz</li> <li>- Written Test.</li> </ul>	<ul style="list-style-type: none"> <li>- Visit the nearest Hoysala monument and study the details of the structures.</li> <li>- Identify various parts of the monument and prepare a field report.</li> <li>- Make a comparative study between the present panchayat or any other local self Government system with that of the chola local self governing institutions.</li> </ul>

## History

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 1</b> <b>Christianity and Islam</b>	1. Introduction 2. Christianity - Teachings and Impact 3. Islam 4. Semitical Character	<ul style="list-style-type: none"> <li>- Learn about the important teachings of Jesus Christ and prophet Mohammed</li> </ul>	<ul style="list-style-type: none"> <li>- Make a chart of basic characteristic of Islam and Christianity.</li> <li>- Show with the help of maps birthplace of prophet Mohammed.</li> <li>- Group Discussion.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask them to identify the basic characters of Islam and Christianity.</li> <li>- Make them identify by way of maps the birth places of Jesus Christ and Prophet Mohammed.</li> </ul>
<b>Chapter 2</b> <b>Middle Ages in Europe</b>	1. Introduction 2. Feudalism 3. Decline of Feudalism	<ul style="list-style-type: none"> <li>- Learn about important characteristics of feudalism in medieval Europe.</li> </ul>	<ul style="list-style-type: none"> <li>- Make a chart indicating the feudal structure in medieval Europe.</li> <li>- Question and answer sessions can be conducted.</li> </ul>	<ul style="list-style-type: none"> <li>- Make them identify the social hierarchy in medieval European society.</li> </ul>
<b>Chapter 3</b> <b>India from 9th Century AD to 14th Century AD</b>	1. Introduction 2. Rajputs 3. Mohammad of Ghazni and Ghori 4. The Delhi Sultans <ol style="list-style-type: none"> <li>a. Polity</li> <li>b. Society</li> <li>c. Economy</li> <li>d. Literature</li> <li>e. Art and Architecture</li> </ol>	<ul style="list-style-type: none"> <li>- Learn about the administration of the sultanate of Delhi.</li> <li>- Appreciate the contributions of the Rajputs and their culture.</li> </ul>	<ul style="list-style-type: none"> <li>- Give a list of Literary works of Rajputs and that of Delhi sultanate period.</li> <li>- With the help of map show the way ruled by Rajputs and that of the sultans of Delhi.</li> <li>- Show the invasion route of Mohammed of Ghazni and Ghori.</li> <li>- Through Projects in collection of coins, literary works and picture collections of architectural movements.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask them to list the literary works on the Rajputs.</li> <li>- With the help of a map let them identify the major Rajput kingdoms and the areas ruled by the sultanate of Delhi.</li> <li>- Identify the invasion routes of Mohammed of Ghazni and Ghori.</li> </ul>

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<p><b>Chapter 4</b> <b>Religious</b> <b>Preachers of India</b></p> <p><b>Chapter 5</b> <b>The Vijayanagara and</b> <b>The Bahamani Polity</b></p>	<p>1. Introduction 2. Shankarachrya 3. Ramanujacharya 4. Basaveswara 5. Madhwacharya     Their Teachings and Impact.</p> <p>1. Introduction 2. Vijayanagara 3. Bahamani     a. Polity     b. Society     c. Economy     d. Religion     e. Literature     f. Art and Architecture</p>	<p>- Will understand the teachings of these religious preachers. - Will appreciate and adopt the important aspect of their teachings.</p> <p>- Will understand the contribution of Vijayanaga Empire to art, architecture and Literature.</p>	<p>- Teach the main concepts associated with Shankara, Ramanuja, Madhva and Basava. - Seek conceptual answers with regard to the saints.</p> <p>- With the help of chart indicate the various dynastics of Vijayangara Empire and that of Bahamani Kingdom. - Give a list of literary works of Vijayanagara period. - With the help of maps show the areas ruled by Vijayangara kings and Bahamani. - Display charts bearing Vijayanagara coins and Architectural monuments of the period.</p> <p><b>Assess:</b> - Through projects assignments of coins, literary works and architectural monuments.</p>	<p>- Make them identify the basic concepts in the teachings of shankara, Ramanuja, Madhva and Basaveswara.</p> <p>- Make them identify the various dynasties of Vijayanagara Empire and under the Bahamani kingdom. - Make them list the literary works of the period. - Let them collect various pictures related to Vijayanagara and Bahamani architecture of the period.</p>

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<p><b>Chapter 6</b> <b>The Mughals and The Marathas</b></p>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. The Mughals</li> <li>3. The Marathas               <ol style="list-style-type: none"> <li>a. Polity</li> <li>b. Society</li> <li>c. Economy</li> <li>d. Religion</li> <li>e. Literature</li> <li>f. Art and Architecture</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>- Will learn about the activities of shivaji.</li> <li>- Will learn about religious tolerance practiced by Akbar.</li> </ul>	<ul style="list-style-type: none"> <li>- List the achievements under various rules among the mughals and the marathas.</li> <li>- With the help of map show the areas ruled by various rulers among the mughals and the marathas.</li> <li>- Give a list of literary works of the period.</li> <li>- Show the pictures of architectural monuments of the period.</li> </ul> <p><b>Assess:</b></p> <ul style="list-style-type: none"> <li>- Through project assignment of coins, literary works and architectural monuments.</li> <li>- Quiz.</li> </ul>	<ul style="list-style-type: none"> <li>- Make them list the achievements under various rulers of the mughals.</li> </ul>
<p><b>Chapter 7</b> <b>Bhakti Cult</b></p>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Ramananda</li> <li>3. Kabir</li> <li>4. Chaitanya</li> <li>5. Gurananak</li> <li>6. Meera Bai</li> <li>7. Sufi Saints</li> </ol>	<ul style="list-style-type: none"> <li>- Will understand and appreciate the values taught by the Bhakti saints.</li> </ul>	<ul style="list-style-type: none"> <li>- Give the list of work composed by these saints.</li> <li>- Give a list of features taught by these saints.</li> <li>- Show with the help of maps the places with which the saints were associated with.</li> </ul>	<ul style="list-style-type: none"> <li>- Let them identify with the help of a map the places with which the saints are associated with.</li> <li>- Make them list the respective works composed by these saints.</li> </ul>

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<p><b>Chapter 8</b> <b>Modern Europe</b></p>	<p>- Teachings and Impact</p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Renaissance</li> <li>3. Geographical Explorations</li> <li>4. Reformation</li> <li>5. Industrial Revolution</li> </ol>	<ul style="list-style-type: none"> <li>- Will learn and appreciate the values of Renaissance.</li> <li>- Will understand the impact of the geographical discoveries.</li> <li>- Will learn the impact of reformation movement in Europe.</li> <li>- Will appreciate the development in science, technology, art and literature.</li> </ul>	<ul style="list-style-type: none"> <li>- Make them list the common theme of their teachings.</li> <li>- With a map show the places associated with geographical discoveries and renaissance.</li> <li>- Show the works of various artists - painting and architecture of the period.</li> <li>- Show the routes of explorations.</li> <li>- List the inventions of the industrial revolution.</li> <li>- Quiz</li> <li>- Project assignments on collection of paintings, monuments.</li> </ul>	<ul style="list-style-type: none"> <li>- With the help of a map let them identify the places associated with Renaissance, Reformation, Geographical Discoveries and Industrial Revolution.</li> <li>- Let them list the prominent people of the renaissance with their importance.</li> <li>- Let them list the geographical discoveries with the names and places of discovery.</li> <li>- Make them list prominent events of reformation.</li> <li>- Let them list the important inventions of the industrial period.</li> </ul>
<p><b>Chapter 9</b> <b>Revolutions and The Rise of Nation States</b></p>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. The American War of Independence</li> </ol>	<ul style="list-style-type: none"> <li>- Will learn and appreciate the French Revolution like Liberty, Equality and Fraternity.</li> </ul>	<ul style="list-style-type: none"> <li>- Indicate the dates of the revolution.</li> <li>- Ideas of the revolution.</li> <li>- Philosophy behind the revolutions.</li> </ul>	<ul style="list-style-type: none"> <li>- Make them list the prominent people and places associated with the American and French</li> </ul>

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	3. The French Revolution - Ideas and Philosophers 4. Unification Movements a. Italy b. Germany		<ul style="list-style-type: none"> <li>- List the philosophers of the Revolutions.</li> <li>- Discuss the achievements of Bismark.</li> <li>- Conduct group discussion on the importance and changes brought about by revolutions and unification movements.</li> </ul>	Revolution. - Let them list the philosophers of the French Revolution with their works.

## History

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<p><b>Chapter 1</b> <b>Advent of Europeans</b></p>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. The Portuguese</li> <li>3. The Dutch</li> <li>4. The English</li> <li>5. The French</li> <li>6. Battles and Expansion</li> </ol>	<ul style="list-style-type: none"> <li>- Socio-economic factors which led to the advent of Europeans.</li> <li>- Circumstances which led to the discovery of sea route to India and its effects.</li> <li>- Entry of Portuguese, Dutch, English and French to India and establishment of economic centres.</li> <li>- Political conditions in India during the advent of Europeans.</li> <li>- Political conflicts between European traders and native chiefs.</li> </ul>	<ul style="list-style-type: none"> <li>- Mark the trading centres established by the Europeans on the outline map.</li> <li>- Make a list of important articles which were being imported and exported by Europeans.</li> <li>- Discuss the impact of missionary activities which was being carried by Europeans.</li> </ul>	<ul style="list-style-type: none"> <li>- Mark trading centres established by the European traders on outline map.</li> <li>- Collect information on the monuments and trading centres established by the Europeans.</li> </ul>
<p><b>Chapter 2</b> <b>Kannada Speaking Regions during Colonial Rule</b></p>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Mysore</li> <li>3. Kodagu (Coorg)</li> <li>4. Hyderabad Karnataka</li> <li>5. Madras Karnataka</li> <li>6. Mumbai Karnataka</li> </ol>	<ul style="list-style-type: none"> <li>- Political battles among European trading power.</li> <li>- British political domination.</li> <li>- Administrative changes introduced by the British.</li> </ul>	<ul style="list-style-type: none"> <li>- Mark the Kannada speaking areas during colonial rule on outline map.</li> <li>- Make a list of early leaders who opposed colonial rule.</li> <li>- Discuss the reforms introduced by the British in India.</li> </ul>	<ul style="list-style-type: none"> <li>- Collect picture of European Sailors and officials who visited India.</li> <li>- Mark places where the British waged wars against Hyder and Tipu in outline map.</li> </ul>

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<p><b>Chapter 3</b> <b>Folk History</b></p> <p><b>Chapter 4</b> <b>The Foundation of British Rule and Consequences</b></p>	<p>7. Colonialism and Resistance 8. Administration and Reforms</p> <p>1. Introduction 2. Importance of Oral History 3. Nature and Characteristic of Janapada Kavyas</p> <p>1. Introduction 2. Strategies and Battles 3. Mercantile Capitalism 4. Industrial Capitalism 5. Society 6. Constitutional Development</p>	<ul style="list-style-type: none"> <li>- To know the Circumstances which led to political fragmentation of Kannada speaking regions.</li> <li>- Early Anti-British struggles in Karnataka.</li> <li>- To understand the Meaning, importance and various forms of Folk History.</li> <li>- Possibilities and limitation in writing folk history.</li> <li>- Folk tales, folk songs and other forms of folk literature.</li> <li>- To understand the policies pursued by the British.</li> <li>- Battles between British the Native chiefs and its effects.</li> <li>- Economic policies adapted by the British and its impact.</li> <li>- Flow of British capital and its effects.</li> </ul>	<ul style="list-style-type: none"> <li>- Know the folk stories, folk songs available for the reconstruction of History of Karnataka.</li> <li>- Taking some examples of folk literature to show how they help in the reconstruction of History.</li> <li>- Using a map to discuss the battle between local Chiefs and European powers.</li> <li>- Discuss the positive and negative effects of English trade and flow of British capital into India.</li> <li>- Make a list of social legislation enacted by the British.</li> </ul>	<ul style="list-style-type: none"> <li>- Collect pictures and information about early Indian rulers who fought against British rule.</li> <li>- Collect folk songs which became popular during Anti-British uprisings.</li> <li>- Collecting folk songs available near by villages.</li> <li>- Collect more information on early leaders who fought against British rule.</li> <li>- Collect more information on British policy towards Indian social system.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 5</b> <b>Social and Religious Reforms</b></p> <p><b>Chapter 6</b> <b>First War of Independence</b></p>	<p>1. Introduction 2. Brahma Samaj 3. Arya Samaj 4. Prathana Samaj 5. Sathya Shodhak Samaj 6. Aligarh Movement 7. Ramakrishna Movement 8. Theosophical Society</p> <p>1. Introduction 2. Causes     a. Political     b. Economic     c. Administrative     d. Military     e. Spread of War     f. Cases for Failure     g. Effects</p>	<p>- Social impact of colonial rule and constitutional changes.</p> <p>- To know the impact of western education on Indian society.</p> <p>- Life and works of important socio-Religious reformers.</p> <p>- Role of institutions in social reforms.</p> <p>- Reforms in Muslim society.</p> <p>- How social reforms promoted political unity.</p> <p>- To know about the character of First War of Independence.</p> <p>- Understand the political causes which led to the First War of Independence.</p> <p>- To know about important places connected to the First War of Independence.</p> <p>- Understand the causes for the failure of First War of Independence.</p>	<p>- Make a list of constitutional changes introduced by the British in India.</p> <p>- Ask questions relating to important social reforms and the organisation that they had established.</p> <p>- Mark important centres of socio-religious reform movement on the outline map.</p> <p>- Explain the importance given by the social reformers to promote education.</p> <p>- Locate important places connected with 1857 movement on an outline map.</p> <p>- Make a list of important leaders associated with movement.</p> <p>- Make a discussion on character, significant events and impact of the 1857 movement.</p>	<p>- Make a list of socio-religious reformers and collect information on the institutions which they had established.</p> <p>- Make a list of Reform activities carried out by Arya Samaja and Brahma Samaja.</p> <p>- Mark places connection with First War of Independence on outline map.</p> <p>- Collect pictures of leaders who had participated in First War of Independence.</p> <p>- Make a list of various stages of the movement.</p>

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<b>Chapter 7</b> <b>Impact of British Rule in India</b>	1. Introduction 2. Uniform System of Administration 3. Economic Impact 4. Land Revenue System 5. Industry 6. Education 7. Transport and Communication 8. Journalism 9. Social Life	<ul style="list-style-type: none"> <li>- To know about the positive and negative impact of British Rule.</li> <li>- how India became politically united as a result of British rule.</li> <li>- Understand the process of Economic drain during British rule.</li> <li>- Educational reforms introduced by the British and its effects.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask questions relating to educational institutions, industries, newspaper and Railway lines established by the British.</li> <li>- Discuss the impact of British rule like famine, drought, epidemics and economic drain.</li> <li>- Make a list of reforms introduced by the British.</li> </ul>	<ul style="list-style-type: none"> <li>- Collect more information on Lord Maculays's role in introducing educational Reforms in India.</li> <li>- Know more about land revenue reforms introduced by British.</li> <li>- Make a list of educational institution and industries established by the British in India.</li> </ul>
<b>Chapter 8</b> <b>Freedom Movement</b>	1. Introduction 2. Indian National Congress <ul style="list-style-type: none"> <li>a. Moderates</li> <li>b. Extremists</li> </ul> 3. Revolutionaries <ul style="list-style-type: none"> <li>Hind Swaraj</li> <li>Non Violence</li> <li>Satyagraha</li> <li>Non-cooperation Movement</li> <li>Civil Disobedience Movement</li> <li>Quit India Movement</li> </ul>	<ul style="list-style-type: none"> <li>- To know Character and goals of Freedom movements and its different stages.</li> <li>- Role of congress in Freedom Movement.</li> <li>- Role of Revolutionaries, Students, peasants, labourers and Tribals in Freedom struggle.</li> <li>- Role of important national leaders in freedom struggle.</li> </ul>	<ul style="list-style-type: none"> <li>- Make a list of important stages of congress movement.</li> <li>- Ask questions relating to moderate, extremist, and revolutionary leaders.</li> <li>- Make a list of important movements led by Gandhiji.</li> </ul>	<ul style="list-style-type: none"> <li>- Make a list of moderate and extremist congress leaders.</li> <li>- Make a list of movements started by Gandhiji.</li> <li>- Collect pictures of leaders who participated in the national movement.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 9</b> <b>India After</b> <b>Independence</b></p>	<p>5. Peasants and Workers Resistance 6. Tribal Reistance 7. Jawaharlal Nehru, Ambedkar Subhash Chandra Bose, Mohammed Ali Jinnah 8. Partition of India</p> <p>1. Introduction 2. Effects of Partition a. Refugee Problem b. Government Formation c. Military and Police Action d. Liberation of Pondicherry and Goa e. Reorganisation of Linguistic States 3. Prime Ministers and their Achievements.</p>	<p>- Partition of India and its impact.</p> <p>- To know how the national movements made impact stable and democratic India. - To understand the dimensions of Partition of India and Jinnah. - To study the contributions of Nehru, political agitations of Subhashchandra Bose and Social concerns of Dr. B.R. Ambedkar - Challenges of Independent India. - Partition and its effects. - Formation of linguistic states. - Electoral politics, Achivements of Prime Ministers.</p>	<p>a. Use of map. - Use of popular music, literature - Make a list of important challanges faced by India after Independence. - Discuss impact of partition of India. - Discuss the effects of States re-organisation commission. - Make a chart showing the Prime Ministers of Independent India.</p>	<p>a. Watching movies such as Richard Atonborou's Gandhi, Satya's Garam Hawa and so on. - List names of important national leaders. - To pramote stories, films and other medias depicting the issues relating to partition of India. - Mark the new linguistic states in the outline map. - Preparation of the list of Prime Minister of India.</p>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 10</b> <b>Political Dimension of</b> <b>20<sup>th</sup> Century</b></p>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Russian Revolution</li> <li>3. I<sup>st</sup> World War</li> <li>4. Rise of Dictators</li> <li>5. II<sup>nd</sup> World War</li> <li>6. Cold War</li> <li>7. Chinese Revolution</li> <li>8. Rise of U.S.A.</li> </ol>	<ul style="list-style-type: none"> <li>- To know how the wars, revolutions, movements made impact on India.</li> <li>- India's policy towards Neighbouring countries.</li> <li>- Steps taken by India to achieve a honourable and Strategic position among the modern nations.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the cause and effects of the First World War.</li> <li>- Ask questions relating to the rise of dictatorship and its impact on Europe.</li> <li>- Discuss the causes and effects of the II<sup>nd</sup> World War.</li> <li>- Ask questions relating to meaning, character, and effects of Cold War.</li> <li>- Explain the significance of Chinese Revolution</li> </ul>	<ul style="list-style-type: none"> <li>- Know more about the leaders associate with Russian revolution.</li> <li>- Make a list of causes and Results of First World War.</li> <li>- Collect information on the policies and programmes of Hitler and Mussolini.</li> <li>- Collect more information on the functions of United Nations.</li> </ul>

**Syllabus Forming Committee**  
**Civics & Political Science**

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## Civics

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 1</b> <b>Society</b>	1.1. Meaning 1.2. Importance 1.3. Units of Society a. Family b. School c. Community	<ul style="list-style-type: none"> <li>- To understand that the family and the school are the basic units of the society.</li> <li>- To understand his role and responsibility in the family and the school.</li> </ul>	<ul style="list-style-type: none"> <li>- Explaining the meaning of society with examples.</li> <li>- Introducing the various units of society with the help of pictures.</li> <li>- Providing an opportunity to express the importance of the various units of society.</li> <li>- Listing out the advantages and disadvantages in the two types of family system.</li> </ul>	<ul style="list-style-type: none"> <li>- To encourage the collection of pictures relating to family and school.</li> </ul>
<b>Chapter 2</b> <b>Citizen and Citizenship</b>	2.1. Meaning 2.2. Qualities of Good Citizen 2.3. Acquiring Citizenship 2.4. Loss of Citizenship	<ul style="list-style-type: none"> <li>- To learn about the differences between the citizen and citizenship.</li> <li>- To imbibe the qualities of a good citizen.</li> </ul>	<ul style="list-style-type: none"> <li>- Showing the differences between a citizen and an alien.</li> <li>- Illustration of good characters of a citizen with an example with the help of examples and pictures show the methods of becoming citizen.</li> </ul>	<ul style="list-style-type: none"> <li>- List out the characteristic of citizen and display it through wallposter.</li> </ul>
<b>Chapter 3</b> <b>Democracy</b>	3.1. Meaning of Democracy 3.2. Differences between Monarchy and Democracy 3.3. Election Process	<ul style="list-style-type: none"> <li>- To understand the meaning and importance of democracy.</li> <li>- To understand the importance of election in Democracy.</li> </ul>	<ul style="list-style-type: none"> <li>- List the features of citizenship through the election of local leaders introduce the meaning of democracy.</li> <li>- Ask them to tell the advantages of democracy.</li> </ul>	<ul style="list-style-type: none"> <li>- To conduct the mock election in the school.</li> </ul>

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<p><b>Chapter 4</b> <b>Village Communities</b> <b>Urban Communities</b></p>	<p>4.1. Village Life 4.2. Rural Occupations 4.3. Problems of Rural Community 4.4. Measures taken by the Government to improve the conditions of villages. 4.5. Urban Life 4.6. Urban Occupations 4.7. Urban Problems 4.8. Measures taken by the Government to improve the conditions of Urban life.</p>	<ul style="list-style-type: none"> <li>- To understand the problems of their community and their duties to improve the life.</li> <li>- To develop a sense of dignity of labour.</li> <li>- To realise his role in solving the problems of his place of residence.</li> </ul>	<ul style="list-style-type: none"> <li>- Make the write the difference between students union elections and the local elections.</li> <li>- Explaining the various development schemes of the government with the help of examples.</li> <li>- Making them to list the advantages of village life.</li> <li>- List out the occupations of the urban areas.</li> <li>- List out the problems of urban life.</li> </ul>	<ul style="list-style-type: none"> <li>- List out the different occupations of the rural areas.</li> <li>- List out the problems of village life.</li> </ul>
<p><b>Chapter 5</b> <b>Social and Economic Problems - Remedies</b></p>	<p>5.1. Social Problems a. Casterism b. Communalism c. Untouchability 5.2. Measures taken by the government to solve these</p>	<ul style="list-style-type: none"> <li>- To understand the social and economic problems of ours society.</li> <li>- To realise his responsibility in solving the social and economic problems</li> </ul>	<ul style="list-style-type: none"> <li>- Instruct with example how caste-system, communalism and untouchability has hindered national integration.</li> <li>- Creating awareness about the importance of emotional relationship in solving these problems.</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare the charts about the social and economic problems of our society.</li> <li>- To conduct the debate about the economic and the social problems of the present day.</li> </ul>

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<p><b>Chapter 6</b> <b>Protection of Public Property</b></p>	<p>social problems</p> <p>5.3. Economic Problems - Poverty</p> <p>5.4. Measures taken by the Government to solve these problems</p> <p>6.1. Public Property and their uses</p> <p>6.2. Maintenance</p> <p>6.3. Protection</p> <p>6.4. Duties of Citizen in Protecting Public Property</p>	<p>- To know about the use of public property and the need to protect them.</p>	<p>- To inform with examples how poverty and economic inequality is detrimental to national progress.</p> <p>- Educate, how untouchability is a problem to social and economic progress.</p> <p>- To create awareness about public properties.</p> <p>- To make them to realise that public property is the property of all.</p> <p>- To make them realise with the examples that to protect public property is the responsibility of every citizen.</p>	<p>- Prepare a list of public properties being used by him.</p> <p>- Make them to write their role in the protection of public property.</p> <p>- To discuss the disadvantages of destroying public property.</p>
<p><b>Chapter 7</b> <b>Local Self Governments (Local Administration)</b></p>	<p>7.1. Village Panchayats</p> <p>7.2. Taluk Panchayats</p> <p>7.3. Zilla Panchayats</p> <p>7.4. Municipal Corporations</p> <p>a. Formation</p> <p>b. Functions</p> <p>c. Sources of Revenue</p>	<p>- To know the importance of local self government.</p> <p>- To know the sources of income and the expenditure of the local bodies.</p>	<p>- Explain the nature of local government and its powers with the help of local governments.</p> <p>- Discuss the important activities of Grama Panchayat.</p> <p>- Instructions to be given to write the works undertaken by local Governments in their respective places.</p>	<p>- Visit local administrative bodies and collect information about its formation and functions.</p>

## Civics

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 1</b> <b>Constitution of India</b>	1. Meaning 2. Importance 3. Framing of the Constitution 4. Preamble 5. Features of the Constitution a. Written Constitution b. Unitary and Federal c. Rigid and Flexible d. Sovereign e. Socialist f. Secular g. Democratic h. Republic i. Single Citizenship 6. Directive Principles 7. Fundamental Rights and Duties	<ul style="list-style-type: none"> <li>- To know and to understand about the meaning and framing of the constitution.</li> <li>- To appreciate the features of the constitution.</li> <li>- To know the importance of both the rights and duties.</li> </ul>	<ul style="list-style-type: none"> <li>- Make them to realise that the constitution is a reflection of national opinion.</li> <li>- Instruct about the activities of the constituent assembly and the draft committee of the constitution.</li> <li>- Explain the features of the constitution with the help of examples.</li> <li>- Make them to write briefly about the fundamental rights and duties.</li> </ul>	<ul style="list-style-type: none"> <li>- Read the Preamble of the Constitution and exhibit it in the class room.</li> <li>- List out the fundamental rights and duties.</li> </ul>
<b>Chapter 2</b> <b>Our Government</b>	1. Organs a. Executive - Centre and the State b. Legislative - Centre and the State c. Judiciary - Supreme Court	<ul style="list-style-type: none"> <li>- To learn about the powers and functions of the president of India and the Governors of the State.</li> <li>- To learn about the structure and the work of the central and state legislatures.</li> </ul>	<ul style="list-style-type: none"> <li>- Instruct with example the meaning of government and its necessity.</li> <li>- Introduce the various organs of the government with the functions in its relation to the other.</li> </ul>	<ul style="list-style-type: none"> <li>- To form a model parliament.</li> <li>- To prepare the list of functions of central and state governments.</li> <li>- To prepare the list of functions of central and State Governments.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 3</b> <b>Our Defence</b></p>	<ul style="list-style-type: none"> <li>- High Courts</li> <li>- Subordinate Courts and Lok Adalats</li> </ul> <p>2. Formation - Power and Functions.</p> <p>1. Need for Defence</p> <p>2. Divisions - Army - Navy and Airforce</p> <p>3. Auscultating Force Chiefs and Head Quarters</p> <ul style="list-style-type: none"> <li>a. B.S.F.</li> <li>b. Home guards</li> <li>c. Coastal guards</li> <li>d. Civil Defence</li> <li>e. N.C.C.</li> <li>f. Red Cross</li> </ul>	<ul style="list-style-type: none"> <li>- To learn about the structure and functions of the Supreme Court and High Courts. the state.</li> <li>- To know about the functioning of our defence forces.</li> <li>- To feel a sense of pride to join the defence and serve the nation.</li> </ul>	<ul style="list-style-type: none"> <li>- Make the students to write the meaning of legislature, Executive and Judiciary.</li> <li>- Explain the sturcture and working of Lok Adalat with the help of example.</li> <li>- Make the students to write the meaning, composition and working of the Lok Adalat.</li> <li>- Explain with the help of examples of war, the need of Defence Forces in the country.</li> <li>- Explain with the help of pictures the three wings of India's defence force's and their workings.</li> <li>- Inform the working of para-military force's by preparing a list.</li> <li>- Inform the students to write a note on the importance and need of military forces.</li> <li>- Make the students lits the emportance and the services rendered by the para military forces.</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare with the list of the different divisions of our Defence, their head quarters, the chiefs and the training centres.</li> <li>- Collect the information about the second line of defence forces (Anxiliary forces).</li> </ul>
<p><b>Chapter 4</b> <b>National Integration</b></p>	<p>1. Meaning</p> <p>2. Factors hindering the National Integration</p>	<ul style="list-style-type: none"> <li>- To understand the unity of India in tier diversity.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain with examples the meaning of the word national Integration. of India.</li> </ul>	<ul style="list-style-type: none"> <li>- Collect the pictures of our National symbols, festivals</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
	<ul style="list-style-type: none"> <li>a. Casteism</li> <li>b. Communalism</li> <li>c. Regionalism with Special reference to Border, Water and Language problems.</li> <li>3. Factors Contributing to National Integration               <ul style="list-style-type: none"> <li>a. National Symbols</li> <li>b. National Festivals</li> <li>c. National Anthem</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- To understand the importance of our National Symbols, i.e., National flag, National Anthem and National emblem.</li> </ul>	<ul style="list-style-type: none"> <li>- Instruct the elements helpful in the growth of National Integration.</li> <li>- Explain with examples the elements hindering national integration.</li> <li>- Instruct the students to write an essay on what is nationalism? What are the elements that hinder Nationalism?</li> </ul>	<ul style="list-style-type: none"> <li>- Arrange the exhibitions in the school depicting the pictures of the diversities found in India.</li> </ul>

## Civics

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 1</b> <b>Social Problems</b> <b>and Remedies</b>	1. a. Illiteracy b. Population Explosion c. Economic Inequality d. Corruption e. Untouchability f. Dowry g. Domestic Violence h. Remedies 2. Consumer Education	<ul style="list-style-type: none"> <li>- To understand as to how the social problems are hinderance to social progress.</li> <li>- To develop awareness towards towards the consumer protection activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Explaining the factors affecting the social development in India with the help of illustrations and pictures.</li> <li>- To discuss the measures undertaken to solve the social problems.</li> <li>- To convince the students about the importance of consumer education with the help of examples.</li> <li>- Introducing the place's where consumer courts are found and to explain how to make use of them and when to approach them.</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare the chart of the social problems of India.</li> <li>- Collect the information about the consumer protection act.</li> </ul>
<b>Chapter 2</b> <b>United Nations</b> <b>Organisation (UNO)</b>	1. Founding 2. Organs 3. Achievements 4. Specialised Agencies 5. India and UNO	<ul style="list-style-type: none"> <li>- To appreciate the purpose, ojective's and achievements of UNO.</li> </ul>	<ul style="list-style-type: none"> <li>- Introducing the UNO with the help of pictures depicting the buildings and flag of UNO.</li> <li>- Explaining the objectives, subordinate organisations and its achievements.</li> <li>- Explaining its chief subordinate organisation's and their objectives.</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare a list of the secretary generals of UNO.</li> <li>- Listout the name's of the Indian's who served several agencies of UNO</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 3</b> <b>India's Foreign Policy</b></p>	<p>3.1. Non - Alignment 3.2. Panchasheela 3.3. Anti - racism 3.4. Anti - Colonialism</p>	<p>- To understand as to how India's foreign policy is contributing to establish world peace.</p>	<p>- Discussing the role of India in the achievements of UNO. - To question the students about the establishment of UNO, its objectives and its subordinate organisations.  - Explaining the meaning of foreign policy by giving examples of relationship with neighbouring countries. - Explaining the features of India's foreign policy. - Ask the students to explain the foreign policy with examples.</p>	<p>- Discuss the principles of our foreign policy with teachers.</p>
<p><b>Chapter 4</b> <b>India and her Neighbours</b></p>	<p>4.1. India - Pakistan 4.2. India - China 4.3. India - Nepal 4.4. India - Srilanka</p>	<p>- To appreciate that India wants to have the policy of peaceful co-existence with her neighbours.</p>	<p>- Explaining India's relationship with the neighbouring countries with the help of maps and charts. - Ask the students to identify the neighbouring maps of countries and charts.</p>	<p>- Discuss India's relationship with her neighbours.</p>
<p><b>Chapter 5</b> <b>World Problems</b></p>	<p>5.1. Denial of Human Rights 5.2. Apartheid</p>	<p>- To understand as to how the present problems are</p>	<p>- Make an attempt to convince the factor that the human beings have</p>	<p>- Collect the information regarding the world</p>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
	5.3. Economic Inequality 5.4. Terrorism	obstacles to the progress and development of the world.	been possessing rights naturally. - Explain economic disparities, apartheid problems and problems of terrorism through the help of media such as newspapers, television and so on	problems which appear in the news paper and exhibit in the school.

## Political Science

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 1</b> <b>Importance of the Study of Political Science</b>	<ol style="list-style-type: none"> <li>1. Meaning</li> <li>2. Importance</li> </ol>	<ul style="list-style-type: none"> <li>- To Understand the Importance of the Study of Political Science.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the importance of Political Science taking the examples from History.</li> <li>- Ask Questions about the Meaning and importance of Political Science.</li> </ul>	<ul style="list-style-type: none"> <li>- To conduct debate on the Topic: The Importance of</li> </ul>
<b>Chapter 2</b> <b>Citizen and Citizenship</b>	<ol style="list-style-type: none"> <li>1. Citizen - Meaning</li> <li>2. Citizenship</li> <li>3. Difference between Citizen and Alien</li> <li>4. Ways of Acquiring Citizenship</li> <li>5. Loss of Citizenship</li> <li>6. Benefits of Citizenship</li> <li>7. Citizen and the Government</li> </ol>	<ul style="list-style-type: none"> <li>- To Understand the meaning of the words, citizen and citizenship.</li> <li>- To know the methods of acquiring citizenship.</li> <li>- To understand his role as a citizen and his duties.</li> </ul>	<ul style="list-style-type: none"> <li>- To eliat the differences between a citizen and alien.</li> <li>- To explain the methods of acquiring and losing the citizenship through examples.</li> <li>- To ask questions about the method of acquiring citizenship by an Indian who marries a foreigner or a foreigner who marries an Indian.</li> </ul>	<ul style="list-style-type: none"> <li>- To list out the rights employed by a citizen an Alien.</li> <li>- To discuss the situations of losing or termination of citizenship.</li> </ul>
<b>Chapter 3</b> <b>Democracy</b>	<ol style="list-style-type: none"> <li>1. Meaning and Definition</li> <li>2. Differences between Democracy, Dictatorship and Monarchy</li> <li>3. Types of Democracy</li> <li>4. Principles of Democracy</li> <li>5. Characteristics of Democracy</li> <li>6. Defects of Democracy</li> </ol>	<ul style="list-style-type: none"> <li>- To understand the basic requirements of Democracy.</li> <li>- To cherish the Values of Democracy.</li> <li>- To know the process of election system in India.</li> </ul>	<ul style="list-style-type: none"> <li>- The meaning, Principles and Characteristics of Democracy to be elicited and also explained by taking the examples of elections and the Constitution of local self government.</li> <li>- To explain the importance of elections and election process through examples.</li> </ul>	<ul style="list-style-type: none"> <li>- Arrange a debate on the topic: Characteristics of Monarchy and Democracy.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 4</b> <b>Local Self Government</b></p>	<p>7. Universal Adult Franchise 8. Election Process 9. Party System 10. Public Opinion 11. Freedom of Press and Electronic Media - Influence</p> <p>1. Panchayat Raj System - Development 2. Grama Panchayat 3. Taluk Panchayat 4. Zilla Panchayat 5. Town Municipalities 6. City Corporation 7. Bruhat Mahanagarapalike 8. Composition, Powers and Functions. Sources of Income and Expenditure</p>	<p>- To understand the need and role of the party system. - To understand the importance of public opinion. - To encourage the students to write a note about the characteristics, principles and defects of Democracy.</p> <p>- To understand and appreciate the role of local self government in the administrative setup of India. - To understand the functions and the Jurisdiction of local self government.</p>	<p>- The influence of Public opinion, Freedom of Press and media in the democratic setup to be discussed and questioned.</p> <p>- To introduce, explain and question about the local self government by taking the examples of the local bodies where the child resideng. - To explain and also question about the composition, power, functions and sources of income and expenditure.</p>	<p>- To conduct modal election in the classroom.</p> <p>- To invite a member of the local self government to school and arrange a talk. - To list out the problems of local bodies. - To list out the role of each and every student in maintaing the cleanliness and sanitation of their locality.</p>

## Political Science

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 1</b> <b>Constitution of India</b>	1. Forming of Constituent Assembly 2. Framing of the Constitution 3. Preamble 4. Features of the Constitution 5. Fundamental Rights (PIL & RTI) and Duties 6. Directive Principles	<ul style="list-style-type: none"> <li>- To know about the constituent assembly.</li> <li>- To understand the differences between Directive Principles and Fundamental rights.</li> <li>- To appreciate the features of our Constitution.</li> </ul>	<ul style="list-style-type: none"> <li>- To narrate the formation of the Constituent assembly taking the to provide details about the drafting of the constitution.</li> <li>- To explain the preamble and features of the constitution through charts.</li> <li>- To explain the differences between fundamental rights and Directive Principles.</li> <li>- To elicit the fundamental duties with the help of pictorial chart.</li> </ul>	<ul style="list-style-type: none"> <li>- To list out the features of the Indian Constitution.</li> <li>- To prepare the draft of fundamental right.</li> <li>- To help the students to list out the directive principles.</li> <li>- To hang out the list of fundamental duties.</li> </ul>
<b>Chapter 2</b> <b>Union Government</b>	1. Meaning - Organs 2. Legislative - Parliament 3. Executive - President 4. Judiciary a. Supreme Court b. High Courts 5. Composition, Power and Functions	<ul style="list-style-type: none"> <li>- To understand and formation and functions of the union government in safe guarding the unity and integrity of India.</li> <li>- To understand the formation and functions of our Judicial system.</li> </ul>	<ul style="list-style-type: none"> <li>- To explain the composition and powers of the different organs of central government.</li> <li>- To narrate the relationship between the three organs of the government.</li> <li>- To explain the election procedure, position and powers of the president.</li> <li>- To explain the formation, importance and functions of Judiciary with examples.</li> <li>- To ask the students to list out the differences between the different organs of the central government.</li> </ul>	<ul style="list-style-type: none"> <li>- To display the picture of the parliament house in the class room.</li> <li>- To organise a mock cabinet meeting with some topic of discussion.</li> <li>- To list out the name of the persons who occupied the office of the president of India and the tenure.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 3</b> <b>State Government</b></p>	<ol style="list-style-type: none"> <li>1. State Legislature</li> <li>2. State Executive</li> <li>3. Subordinate Courts               <ol style="list-style-type: none"> <li>a. District Courts</li> <li>b. Magistrate Courts</li> <li>c. Revenue Courts</li> <li>d. Lok Adalts</li> </ol> </li> <li>4. Composition, Power and Functions</li> </ol>	<ul style="list-style-type: none"> <li>- To understand the formation functions and the role of governments.</li> <li>- To understand the importance of subordinate courts in the democratic system.</li> </ul>	<ul style="list-style-type: none"> <li>- To ask the students to write about the power and position of the president of India.</li> <li>- To explain the composition of state legislature, executive and Judiciary through examples.</li> <li>- To narrate the differences in the functions of the three organs.</li> <li>- To explain the composition functions and the jurisdiction of Subordinate Courts.</li> </ul>	<ul style="list-style-type: none"> <li>- List out the powers of the state and central governments.</li> <li>- List out the names of the governors of Karnataka.</li> <li>- To organise the mock court proceedings to understand the functions and proceedings of the courts.</li> </ul>
<p><b>Chapter 4</b> <b>Defence</b></p>	<ol style="list-style-type: none"> <li>1. Need for Defence</li> <li>2. Organizations of Defence (Structure)               <ol style="list-style-type: none"> <li>a. Army, b. Navy, c. Airforce</li> </ol> </li> <li>3. Chiefs - Training Centres - Defence Production</li> <li>4. Second line of Defence (Auxiliary Forces)               <ol style="list-style-type: none"> <li>a. Border Security Force</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>- To know the importance of defence to a country.</li> <li>- To familiarise the functions of the three divisions of defence forces.</li> <li>- To introduce the second line of defence (Auxiliary force) and their services.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the need for defence to a country through examples.</li> <li>- Briefing the composition and functions of the different wings of the defence forces through the examples of weaponry and uniforms.</li> <li>- Explain the auxiliary forces through pictures.</li> </ul>	<ul style="list-style-type: none"> <li>- To organise the mock parade of the defence forces with the help of the students wearing the different types of defence uniforms.</li> <li>- To create a mock battle area.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 5</b> <b>National Integration</b></p>	<p>b. Home Guards c. Coastal Guards d. Civil Defence e. NCC - wings f. Red Cross</p> <p>1. Meaning 2. Factors Promoting National Integration 3. Problems Hindering National Integration</p>	<ul style="list-style-type: none"> <li>- To analyse the role of a citizen in safe guarding the interests of our nation.</li> <li>- To develop the spirit of protecting the nation.</li> <li>- To know the importance of National Integration.</li> <li>- To appreciate the Principles of unity in Diversity of our Country.</li> <li>- To develop the spirit of condemning and opposing the factors hindering National integration.</li> </ul>	<ul style="list-style-type: none"> <li>- To explain the importance of auxiliary forces like NCC or any other units, functioning in the school through examples.</li> <li>- List out the importance of defence forces.</li> <li>- Suggest list out the importance of auxiliary forces.</li> <li>- Explain the meaning of National integration through examples.</li> <li>- Discuss the factors contributing to the promotion of National integration and also the obstacles to it.</li> <li>- To explain the factors contributing to achieve unity in diversity through examples.</li> <li>- To suggest the students to list out the essential factors to promote National integration.</li> </ul>	<ul style="list-style-type: none"> <li>- List out the benefits of NCC or the auxiliary forces.</li> <li>- To enact a play or a fusion item with the students wearing different types of customs of India to bring about the idea of National Integration.</li> </ul>

## Political Science

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 1</b> <b>Problems of India and Remedies</b></p> <p><b>Chapter 2</b> <b>India's Foreign Policy</b></p>	<ol style="list-style-type: none"> <li>1. Communalism</li> <li>2. Regionalism</li> <li>3. Illiteracy</li> <li>4. Economic Inequality</li> <li>5. Over Population</li> <li>6. Poverty</li> <li>7. Profiteering</li> <li>8. Smuggling</li> <li>9. Corruption</li> </ol> <ol style="list-style-type: none"> <li>1. Foreign Policy - Meaning</li> <li>2. Panchasheel - Principles</li> <li>3. Non - Alignment</li> <li>4. Opposition to Colonialism</li> <li>5. Opposition to Racism</li> <li>6. Disarmament</li> <li>7. Regional Co-operation               <ol style="list-style-type: none"> <li>a. Commonwealth</li> <li>b. SAARC</li> <li>c. European Union</li> <li>d. ASEAN</li> <li>e. OAU</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>- To understand the post independent problems of India and the measures to overcome those problems.</li> <li>- To understand their role and responsibilities in solving such problems.</li> <li>- To understand the Principles of Indian foreign Policy.</li> <li>- To understand as to how Indias foreign policy is contributing to establish world peace.</li> </ul>	<ul style="list-style-type: none"> <li>- Elicit and explain the social and economic problems of India through examples.</li> <li>- To discuss as to how these problems are a hindrance to the social and economic backwardness of India.</li> <li>- To list out the role of the students in solving such problems.</li> <li>- Explain the foreign policy of India with examples.</li> <li>- Explain the Principles of Panchasheel.</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare the pictorial charts of social and economic problems of India.</li> <li>- Organise debate to discuss the factors which contribute to the progress of the country.</li> <li>- To list the Principles of panchasheel.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 3</b> <b>India's Relationship with Other Countries</b>	1. India - Pakistan 2. India - China 3. India - Nepal 4. India - Bangladesh 5. India - Srilanka 6. India - U.S.A. 7. India - Russia	<ul style="list-style-type: none"> <li>- To know about and to feel proud of India's policy of settling disputes with neighbouring countries in a peaceful manner and following the policy of peaceful co-existence.</li> </ul>	<ul style="list-style-type: none"> <li>- Narrate India's relationship with other countries taking the reference of news items from Newspapers, Periodicals and also pictures.</li> <li>- Form questions and elicit answers.</li> </ul>	<ul style="list-style-type: none"> <li>- To collect the information about India's relationship with other countries and to exhibit it on the bulletin board.</li> <li>- Arrange lectures on the topic by experts.</li> </ul>
<b>Chapter 4</b> <b>World Problems and India's Role</b>	1. Denial of Human Rights 2. Race of Armaments 3. Economic Inequality 4. Racism (Apartheid) 5. Terrorism 6. India's Role in Overcoming these Problems	<ul style="list-style-type: none"> <li>- To understand as to how the present problems are obstacles to the peace.</li> <li>- Progress and development of the world.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the world problems i.e. denial of Human Rights, Race of armaments, economic inequality and social discrimination through examples.</li> <li>- Narrate the role of India in overcoming these problems.</li> </ul>	<ul style="list-style-type: none"> <li>- Collect information about the present problems facing the world.</li> <li>- Discuss the role of India in solving these problems.</li> </ul>
<b>Chapter 5</b> <b>World Organizations</b>	1. U.N. - establishment 2. Aims and Objectives 3. Organs - Functions 4. Achievements 5. Agencies of U.N. a. FAO	<ul style="list-style-type: none"> <li>- To understand the establishment and objectives of U.N.</li> <li>- To know the achievements and failures of U.N.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the effects of the Second World War and in the light of that explain the establishment, objectives and achievements of U.N.</li> <li>- Questions may be asked on these subunits.</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare a chart of the building, flag, organs and functions of U.N. and exhibit it on the bulletin board.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
	<ul style="list-style-type: none"> <li>b. WHO</li> <li>c. UNESCO</li> <li>d. UNICEF</li> <li>e. IMF</li> <li>f. IBRD</li> <li>g. ILO</li> <li>h. UNCTAD</li> <li>i. WTO</li> </ul> <p>- Composition, Objectives, Members, Head quarters and achievement of the agencies of U.N.</p> <p>6. Regional Co-operation</p> <ul style="list-style-type: none"> <li>a. Common Wealth</li> <li>b. SAARC</li> <li>c. European Union</li> <li>d. ASEAN</li> <li>e. OAU</li> </ul>	<ul style="list-style-type: none"> <li>- To know and appreciate the functions and achievement of the agencies of U.N. in the social and economic Progress of the World.</li> <li>- To Understand the Role of the regional organisations to the economic and social progress of the world.</li> </ul>	<ul style="list-style-type: none"> <li>- Narrate the organs, agencies of U.N. and their functions through the charts.</li> <li>- Name of the regional co-operative bodies of the world and explain their objectives and functions.</li> <li>- Questions may be framed and asked.</li> </ul>	<ul style="list-style-type: none"> <li>- Arrange debate on the achievement and failures of U.N.</li> <li>- Arrange a lecture on the functions and achievement of regional bodies by inviting experts.</li> </ul>

## **Syllabus Forming Committee Geography**

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## Geography

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 1</b> <b>Earth -</b> <b>Our Mother Planet</b>	1. Sun's Family - Earth and Other Members  2. Shape and Size of the Earth  3. Earth's Satellite: Moon - Features, Phases Eclipses: Lunar and Solar  4. Earth's Inclination  5. Movements of the Earth: Rotation, Revolution - Their effects  6. Geographic Co-ordinates: Meaning and Uses	<ul style="list-style-type: none"> <li>- Understands the suns family.</li> <li>- Understands the shape size of the Earth.</li> <li>- Understand about moon, features phases of moon and eclipses.</li> <li>- Understands the earth's exis and it's position.</li> <li>- Know the movements of the earth and their effects.</li> <li>- Understands the imaginary of globe with their uses.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the suns family by using diagram</li> <li>- Appriaisal of sun, earth and other members of sun.</li> <li>- Disuccess the shape and size of the eath by using diagram.</li> <li>- Appraisal of Shape and size of the earth.</li> <li>- Explain the moon and it's features pleases of moon and eclipse by using charts and diagrams.</li> <li>- Appraisal of moon, phases and eclipse.</li> <li>- Describe the earth's inclination.</li> <li>- Appraisal of earth intonation.</li> <li>- Discuss the rotation and rendition of the earth and their effects by using pictures and photography.</li> <li>- Appraisal of the earthy movements and their effects.</li> <li>- Explain the latitudes and longitudes with their uses by using globe and maps.</li> <li>- Appraisal of Latitude and longitudes.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw diagram to show the Sun and Planets. Collect pictures and photos of Sun, Planets and Satelites.</li> <li>- Prepare Termocol, Clay, Cotton etc. models to show Solar System.</li> <li>- Draw diagram to show Shape of the Earth, prepare Table to show details of planets.</li> <li>- Watch moon in the night sky (Natural Laboratory) and Observe different phases of Moon and Eclipses (Whenever they Occur)</li> <li>- Collect Pictures and Photographs of Phases of the Moon and Eclipses.</li> <li>- Preapre models of Phases of Moon of Eclipses.</li> <li>- Draw neat diagram of inclination and Revolution</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 2</b> <b>Globe, Maps,</b> <b>Geographical Symbols</b> <b>- Map Reading</b>	7. Longitude and Time: Local and Standard Times, Time Zones International Date Line (IDL)	<ul style="list-style-type: none"> <li>- Understands the longitudes and time, local and slater time, time zones, international date live.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the longitude and time and identify the local time, standard time, time zones and international date line with the help of globe and map.</li> <li>- Appraisal of longitudes and time and ask date and day of different countries of the world.</li> </ul>	<ul style="list-style-type: none"> <li>of the Earth, showing Orbit, different positioins of the Earth and occurance of Cycle of Seasons.</li> <li>- Draw neat diagram of Earth and Show Latitudes and Longitudes (Equator, Tropics, Prime Meridian, IDL etc.)</li> <li>- With the help of Globe and maps identify different latitudes and longitudes, IDL and Date and Day difference between countries.</li> <li>- With your friends play the game of identifying Latitudes-Time, Date and Day of different countries of the World.</li> </ul>
	1. Globe: Meaning	<ul style="list-style-type: none"> <li>- Understands the globe and its importance.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the meaning and features of the globe by using models.</li> </ul>	<ul style="list-style-type: none"> <li>- Globe - observe its features.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 3</b> <b>World - Major Landforms and Climate</b>	2. Maps: Meaning, Types, Essential, Components and Uses	<ul style="list-style-type: none"> <li>- Understands meaning, types, essential components and uses of maps.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisal the feature of globe.</li> <li>- Explain the different maps, identify the essential components and their uses by using different maps.</li> </ul>	<ul style="list-style-type: none"> <li>- Observe different maps, Classify on the basis of theme, identify the essential components of a map.</li> </ul>
	3. Geographical Symbols: Meaning, Colours and Lines (Contour) used to show Physical Features	<ul style="list-style-type: none"> <li>- Know the meaning, uses of geographical symbols.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisal of different components and uses of different types of maps.</li> <li>- Explain the meaning and uses of symbols. Identify the different colours and lines used in the different maps use maps.</li> <li>- Appraisal of geographic cap symbols used in different maps.</li> </ul>	<ul style="list-style-type: none"> <li>- Read the map and identify the different symbols and colours used to show different features. Draw maps and try to mark lines, colours and symbols to show different natural and cultural features.</li> </ul>
	4. Map Reading: Identifying Location, Direction and Distance of Places on Latitudes and Longitudes (Karnataka, India)	<ul style="list-style-type: none"> <li>- Know the identification of location, direction and distance of places.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the identification location, direction and distance between places by using maps (Karnataka, India)</li> <li>- Appraisal of location direction and distance of places.</li> </ul>	<ul style="list-style-type: none"> <li>- For the given map identify the location, direction and distance between places (Karnataka, India)</li> </ul>
1. Major Landforms: Mountains, Plateaus, Plains, Deserts, Islands - Meaning, Types and Importance	<ul style="list-style-type: none"> <li>- Understands the formation and importance of major land forms.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the different types of land forms by using modes, photography, charts and maps.</li> <li>- Appraisal of different types of land forms.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw diagrams of different types of mountains, plateaus plains etc.</li> <li>- Collect the photographs of world famous mountains,</li> </ul>	

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 4</b> <b>India - Physical Divisions</b></p>	<p>2. Major Climate Regions of the World: Meaning, Types and Importance</p> <p>1. India: Physical Setting</p> <p>2. Major Physical Divisions: Northern Great Mountains,</p>	<ul style="list-style-type: none"> <li>- Understand the major climatic regions of the world.</li> <li>- Know the physical scoffing of India.</li> <li>- Understand the major physical feature of India.</li> <li>- Northern Great Plains, Peninsular Plateau, coastal Plains - Other regions: Indian Desert, Island groups</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the climatic regains and identify and show in the world map.</li> <li>- Appraisal of different climatic regains of the world.</li> <li>- Explain the physical sifting or India with importance by using India maps.</li> <li>- Appraisal of India and its physical sifting.</li> <li>- Explain the major physical features of India with importance by using maps, outline map, pictures and photographs.</li> <li>- Appraisal of major physical features of India.</li> </ul>	<ul style="list-style-type: none"> <li>plateaus, deserts, islands etc.</li> <li>- Show major climatic regions on the world map.</li> <li>- Draw the outline map of India and show its physical setting.</li> <li>- On the outline of map of India show the physical divisions by using colour, cotton, cereals, sand, saw dust, thermocol etc.</li> <li>- Draw maps and show individual physical divisions by using different materials.</li> <li>- Collect pictures and photographs of various physical features of India.</li> </ul>

## Geography

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 1</b> <b>Asia - Land of Contrast</b>	1. Asia: Location, Extent and Physical Setting  2. Regional Divisions of Asia (EA, SEA, SA, ME)  3. Physiography - Major Physical Divisions  4. Major Rivers and Agricultural Activities	<ul style="list-style-type: none"> <li>- Understands the location, extent, physical setting and contrast features of our continent.</li>   <li>- Clarify Regional, Political divisions, highlight their contrast features by using map.</li>   <li>- Describe major physiographic divisions and their distribution with the help of map.</li>   <li>- Understands the relationship between major river systems and agricultural activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the position of Asia in the world, latitudinal and longitudinal extension, size etc. with the help of map.</li> <li>- Appraisal the location of our continent Asia in the world map, latitudinal and longitudinal extent and frontiers.</li> <li>- Appraisal political as well as regional divisions of the continent Asia.</li>   <li>- Describe major physiographic divisions and their distribution with the help of map.</li> <li>- Ask to identify and name the major physical divisions in the map.</li> <li>- A brief account of major rivers, their source, direction tributaries, influence on agriculture and other advantages.</li> <li>- Appraisal names of major rivers and</li> </ul>	<ul style="list-style-type: none"> <li>- Show the location, extent and physical setting of Asia on the world map.</li> <li>- On the outline map of Asia show the regional divisions: East Asia, South East Asia, South Asia, Middle East etc.</li> <li>- On the political map of Asia identify the important political divisions and countries.</li> <li>- On the outline map of Asia show the major physical divisions by using colours and other materials.</li> <li>- Draw the major river systems of Asia on the outline map-source to mouth.</li> <li>- On the outline map of Asia show the river systems and major crops cultivated along its course.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 2</b> <b>Europe</b> <b>- Peninsula of Asia</b>	5. Climate and Natural Vegetation	<ul style="list-style-type: none"> <li>- Know the relationship between climate and national vegetation of Asia.</li> </ul>	<ul style="list-style-type: none"> <li>uses in respect of irrigation and agriculture.</li> <li>- Classify the Climate and natural vegetation, factors affecting there on and importance.</li> <li>- Appraisal types of climate and natural vegetation.</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare table to show the major rivers and its details: Birth place, length, Tributaries, dams, mouth etc.</li> <li>- Show the major climate belts and natural vegetation regions on the outline map.</li> </ul>
	6. Important Minerals - Iron Ore, Manganese Bauxite, Coal, Petroleum, Major Industrial Regions	<ul style="list-style-type: none"> <li>- Understands major minerals, their importance, distribution production and trad, identify major industrial regions.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss on major minerals, their uses, types, distribution, production and influence on industries, major industrial regions of the cointinent.</li> <li>- Appraisal major minerals and their distribution on maps.</li> </ul>	<ul style="list-style-type: none"> <li>- Mark the major minerals and industries on the outline map.</li> <li>- Prepare table to show the important minerals and their distribution.</li> <li>- Prepare table to show the growth of population in Asia.</li> </ul>
	7. Population - Growth, Distribution and Density	<ul style="list-style-type: none"> <li>- Know the total population, its growth, distribution and density.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain trends is the growth of population, factors affecting oin uneven distribution and density of population with reliable facts.</li> <li>- Ask to give reasons for huge population, its rapid growth and variation in density.</li> </ul>	<ul style="list-style-type: none"> <li>- Show the distribution and density of population on the outline map of Asia.</li> </ul>
	1. Europe: Locatin, Extent and Physical Setting	<ul style="list-style-type: none"> <li>- Understands the location of the continent in the world</li> </ul>	<ul style="list-style-type: none"> <li>- Brief account of latitudinal and longitudinal extent, area and frontiers with</li> </ul>	<ul style="list-style-type: none"> <li>- Show the Location, Extent and physical setting of</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
	<p>2. Physiographic Divisions - Peninsula of Peninsulas</p> <p>3. Climate regions and Natural Vegetation</p> <p>4. Farming, Dairying and Fishing</p> <p>5. Minerals, Important Industries - Iron and Steel Cotton Textile, Ship Building and Automobile</p>	<p>and its extent, physical setting.</p> <ul style="list-style-type: none"> <li>- Identify the physical divisions, their features and distribution.</li> <li>- Understands the relationship between climate regions and natural vegetation.</li> <li>- Understands the position of agriculture in Europe, major crops, significance of Dairying and fishing.</li> <li>- Understands the availability, distribution and production of major minerals location factors and progress of major industries.</li> </ul>	<p>the help of map and globe.</p> <ul style="list-style-type: none"> <li>- Ask to identify the lets and longs. Extent and physical setting.</li> <li>- Divide the continent into physiographic divisions, justify why Europe is called peninsula of peninsula.</li> <li>- Appraisal major physical divisions.</li> <li>- Explain the types of climatic regions and natural vegetation, their relationship, benefits.</li> <li>- Appraisal classification of climate regions and natural vegetation.</li> <li>- Discuss on agriculture, major crops, factors affecting Dairying and fishing, their importance.</li> <li>- Appraisal the sole of Dairying and and fishing is more than agriculture in Europe.</li> <li>- Explain the distribution and production and production of major minerals which determines the development and concentration of industries is certain areas.</li> <li>- Appraisal distribution and production of minerals, their influence on</li> </ul>	<p>Europe on the world map.</p> <ul style="list-style-type: none"> <li>- Show why Europe is called ‘Peninsula of peninsulas’ on the map?</li> <li>- Show the major peninsulas of Europe on the outline map.</li> <li>- On the outline map of Europe show the different Physical divisions by using colours and other materials.</li> <li>- Draw the outline map of Europe and show the major Natural Vegetation regions.</li> <li>- Show the important farming, dairying and fishing rigions on the map.</li> <li>- Mark the major minerals and industrial regions on the map.</li> <li>- Prepare table to show the important minerals and their distribution.</li> <li>- Show the Iron and Steel, cotton textile, Ship building and Automobile manu- facturing centres on the map.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 3</b> <b>Africa</b> <b>- Central Continent</b></p>	<p>6. Major Industrial Regions of Europe</p>	<ul style="list-style-type: none"> <li>- Know the reason for the concentration of industries in certain regions of the continent.</li> </ul>	<p>location of industries.</p> <ul style="list-style-type: none"> <li>- Explain the main factors responsible for the development of industrial regions in certain regions with facts.</li> <li>- Ask about the reasons for concentration of industries in certain regions.</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare table to show the growth of population in Europe.</li> <li>- Show the Density and Migration pattern of population on the outline map.</li> </ul>
	<p>7. Population - Growth, Distribution, Migration and Density</p>	<ul style="list-style-type: none"> <li>- Understands the growth, density, migration pattern of population.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the size, trends of growth, distribution, density, reasons for invigoration of population with suitable examples.</li> <li>- Appraisal growth, distribution and factors affecting on immigration of people.</li> </ul>	
	<p>1. Africa: Location, Extent and Physical Setting</p> <p>2. Physiography - Great Rift Valley, Basins, Lakes Mountains and Isthmus of Suez.</p>	<ul style="list-style-type: none"> <li>- Identify the central location of Africe in the world, its extent and physical setting.</li> <li>- Understands the physiographic of Africa.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the latitudinal and longitudinal extent, size and frontiers with the help of map.</li> <li>- Ask to identify bets and long extent and physical setting of the continent.</li> <li>- Describe physical division, distinct relief features, rift valley, Suez Isthmus, deseart and llakes by using map.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the central location of the continent in the world and its extent and physical setting.</li> <li>- Know the importance of physical features: Rift Valley Lakes basins, Suez Isthmus and Great Desert.</li> <li>- Understand the Climate</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
	<p>3. Water Resources: Rivers - Nile, Zaire, Niger, Zambezi and Senegal</p> <p>4. Climate, Natural Vegetation and Animal Wealth (WLS / National Parks)</p> <p>5. Agriculture and Industries - Reasons for poor development</p> <p>6. Precious Minerals: Diamond and Gold</p>	<ul style="list-style-type: none"> <li>- Understands rivers system and water resources.</li> <li>- Know the relationship between climate and natural vegetation animal life.</li> <li>- Understands the Backwardness of agriculture and industries in Africa.</li> <li>- Understands the rich deposits of Diamond and gold and their distribution.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask to name special features, mountains, lakes, valleys and deserts.</li> <li>- Brief the major river systems, their role on the continent with the help of maps.</li> <li>- Appraisal of major rivers in the continent.</li> <li>- Discuss the climate conditions and how it determines Natural vegetation, Animal life, including wild life sanctuaries and National parks.</li> <li>- Appraisal on types of climate, vegetation and animal wealth - WLS and national parks.</li> <li>- Explain the important reasons for the poor development of agriculture and industries.</li> <li>- Explain the distribution production and trade of Diamond and Gold by using maps.</li> <li>- Appraisal about rich deposits of Gold and Diamond.</li> </ul>	<ul style="list-style-type: none"> <li>conditions Inter Tropical Convergence Zone (ITCZ), relationship between Climate Natural Vegetation and Animal Wealth.</li> <li>- Know the water resources: Rivers: Nile, Zaire, Zambezi and Senegal</li> <li>- Understand the poor development of agriculture and industries in the continent.</li> <li>- Know the rich deposits of Diamond and Gold and their distribution.</li> <li>- Know the growth rate, distribution and density of population.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
	7. Population: Growth, Distribution and Density	<ul style="list-style-type: none"> <li>- Understands the growth, distribution and density of population.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the trend in the growth, distribution and density of population factors affecting there on.</li> <li>- Appraisal high medium and low density population areas.</li> </ul>	

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Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 1</b> <b>North America</b> <b>- Land of Prairies</b>	1. North America: Location, Extent and Physical Setting  2. Major Physical Regions  3. Important Rivers and Great Lakes (HOMES)  4. Climate and Natural Vegetation  5. Major Agricultural Regions- Wheat, Corn (Maize), Cotton, Tobacco Belths	<ul style="list-style-type: none"> <li>- Understands the location, entire physical setting of North America.</li> <li>- Understands physical regions of North America.</li> <li>- Understands the important rivers and Great Lakes (HOMES).</li> <li>- Understands the climate and natural vegetation and their relationship.</li> <li>- Understands the major agricultures regions and their distribution and production.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the position of North America in the world, latitudinal and longitudinal extension size with the help of world map.</li> <li>- Appraisal of location extent and physical regions on the map.</li> <li>- Explain the physical regions by using maps.</li> <li>- Ask to identify the physical regions on the map.</li> <li>- Explain the rivers and 5 important lakes.</li> <li>- Appraisal about the rivers and lakhs.</li> <li>- Classify the climate and national vegetation, factors affecting on them and importance.</li> <li>- Appraisal about types of climate and natural vegetation.</li> <li>- Explain the Agricultural major crops and their distribution and production.</li> <li>- Appraisal of major agricultural regions and areas of major crops.</li> </ul>	<ul style="list-style-type: none"> <li>- On the outline map of the world show the location, extent and physical setting on North America.</li> <li>- Show the different Physical divisions on the map by using colours and other materials.</li> <li>- Show the network of Rivers with tributaries on the outline map.</li> <li>- Prepare table to show the details of River: Birth, Length, Tributaries, Mouth etc.</li> <li>- Mark the Great Lakes (HOMES) on the outline map.</li> <li>- Show the distribution of natural vegetation on the outline map (Prairies).</li> <li>- On the outline map show the</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 2</b> <b>South America</b> <b>- Land of Andes</b>	6. Important Minerals and Industries  7. Population: Growth, Distribution and Density - Urbanisation	<ul style="list-style-type: none"> <li>- Understands major minerals, their importance, distribution, production and trade and identify major industries.</li> <li>- Understands the total population, its growth, distribution and densitive urbanization.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss on major minerals, their importance, distribution production and trade and influence on industries.</li> <li>- Describe the trends in the growth of population, factors affecting and distribution densitive and urbanization.</li> <li>- Appraisal the growth and variation in density and about urbanization.</li> </ul>	<ul style="list-style-type: none"> <li>Major Agricultural crops and growing regions.</li> <li>- Prepare table to show the important minerals and their distribution.</li> <li>- Prepare table and graphs to show the growth of population.</li> <li>- Show the distribution and density of population on the outline map.</li> <li>- Identify the rate of growth of urban centres in North America.</li> </ul>
	1. South America: Location, Extent and Physical Setting	<ul style="list-style-type: none"> <li>- Know the location, extent and physical setting of South America.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the position of South America in the world latitude and longitudinal intention, size etc with the help of maps.</li> <li>- Appraisal the physical setting of South America on the map.</li> </ul>	<ul style="list-style-type: none"> <li>- On the outline map of the world show the location, extent and physical setting.</li> <li>- Show the physical features on the outline map.</li> <li>- Draw the major Rivers systems on the outline map.</li> <li>- Mark and show the major Natural vegetation regions</li> </ul>
	2 Physical Features and Drainage System	<ul style="list-style-type: none"> <li>- Know the physical features and drainage system.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the physical features identify the drainage system.</li> <li>- Appraisal the physical features on</li> </ul>	

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 3</b> <b>Australia</b> <b>- Flattest Continent</b></p>	<p>3. Climate and Natural Vegetation (Selvas, Grasslands)</p>	<ul style="list-style-type: none"> <li>- Understands the relationship between climate and natural vegetation.</li> </ul>	<p>the map and also drainage system.</p> <ul style="list-style-type: none"> <li>- Classify the climate division and natural vegetation factors affecting on them and its importance.</li> <li>- Appraisal about climatic division and natural vegetation on the maps.</li> </ul>	<p>on the outline map. (Selvas-Amazon Forest, Grasslands: Campos Pampas etc)</p> <ul style="list-style-type: none"> <li>- Show the distribution of Major Crops on the outline map.</li> </ul>
	<p>4. Agriculture and Animal Husbandry</p>	<ul style="list-style-type: none"> <li>- Understands importance of agriculture and animal husbandry of the continent.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain about animal husbandry with relation to Agriculture.</li> <li>- Appraisal importance of agriculture and Animal husbandry.</li> </ul>	<ul style="list-style-type: none"> <li>- Mark the important areas of Animal Husbandry on the map.</li> </ul>
	<p>2.5. Population - Composition and Distribution</p>	<ul style="list-style-type: none"> <li>- Know the total population its composition and distribution.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the trend in the growth of population and distribution and its composition.</li> <li>- Appraisal about population growth, reasons for the uneven distribution and composition.</li> </ul>	<ul style="list-style-type: none"> <li>- Show the distribution of population on the outline map to justify South America a 'Hollow Continent'.</li> </ul>
	<p>1. Australia: Location, Extent and Physical Setting</p>	<ul style="list-style-type: none"> <li>- Understands location, extent and physical setting of Australia flattest continent.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the position of Australia in the world extent and size etc. with the help of map.</li> <li>- Appraisal to show the position of Australia in the world map and also latitude and longitudinal extent.</li> </ul>	<ul style="list-style-type: none"> <li>- Show the location, extent and physical setting on the world map.</li> <li>- On the outline map show the different physical divisions by using colours and other materials.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
	<p>2. Physiographic divisions and Drainage System</p> <p>3. Climate and Natural Vegetation</p> <p>4. Agriculture and Animal husbandry</p> <p>5. Minerals and Industries</p> <p>6. Population - Growth, Distribution and Density</p>	<ul style="list-style-type: none"> <li>- Understands the physical features and drainage system.</li> <li>- Know the climate and natural vegetation.</li> <li>- Know about the importance of agriculture and animal husbandry.</li> <li>- Understands major minerals, importance, distribution, production and trade and about industries.</li> <li>- Know the total population, its growth, distribution and density.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain about the physical feature of Australia and its river system with the help of map.</li> <li>- To show the physical divisions and the major rivers on the map.</li> <li>- Explain about the classification of climatic divisions and natural vegetation and its importance.</li> <li>- To identify the climate divisions and classification of vegetation on the map.</li> <li>- Explain importance agriculture major crop and animal husbandry sheep and cattle learning also fishing.</li> <li>- Appraisal about the major belts of sheep and cattle rearing and fishing grounds.</li> <li>- Discuss on major minerals their importance distribution production and its influence on industries.</li> <li>- Appraisal the major mineral areas and industrial areas as the map.</li> <li>- Explain the trends growth factors affecting the distribution, density of population and urbanization.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw the major River systems with tributaries on the map.</li> <li>- Mark the major natural vegetation regions on the map.</li> <li>- Show the distribution of major crops on the outline map.</li> <li>- Mark and show the major areas of sheep rearing in Australia.</li> <li>- Mark the major minerals and industrial belts on the outline map.</li> <li>- Prepare table to show the growth trend of population.</li> <li>- Show the distribution and density of population on the outline map.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 4</b> <b>Antartica</b> <b>- White Continent</b></p>	<ol style="list-style-type: none"> <li>1. Location, Extent and Physical Setting</li> <li>2. Physical Features - Land and Water</li> <li>3. Important Geographical and Natural Features</li> <li>4. Natural Vegetation and Animal Wealth</li> <li>5. Antartica Expenditions - Antartica Treaty</li> <li>6. Important Research Stations</li> </ol>	<ul style="list-style-type: none"> <li>- Understands the location, extent and physical setting of Antarctica-white continent.</li> <li>- Understands physical features and the distribution of land and water.</li> <li>- Know the natural vegetation and animal wealth.</li> <li>- Understands about Antarctica expeditions- Antarctica Treaty.</li> <li>- Understands the important Research stations.</li> </ul>	<ul style="list-style-type: none"> <li>- Reasons for the growth and variation in density.</li> <li>- Explain the position of Antarctica in the world latitude and longitudinal extent with the help of map.</li> <li>- Identify the physical features on the map.</li> <li>- Explain the physical features and the distribution of land and water of Antarctica.</li> <li>- Identify the physical features on the map.</li> <li>- Explain the relationship between N.V.P. Life and vegetation and animal wealth.</li> <li>- Appraisal the types of natural vegetation and animal wealth.</li> <li>- Explain about the antarctica expeditions and the importance of treaty.</li> <li>- Explain about the role of research station established by countries, including India.</li> <li>- Name of Research Stations established by India.</li> </ul>	<ul style="list-style-type: none"> <li>- Show the location, extent and physical setting on the world map.</li> <li>- Show the distribution of Land Water bodies around the continent by using colours and shades.</li> <li>- Prepare list of the major Geographical and natural features.</li> <li>- List out the important species of plants and animals around in Antarctica.</li> <li>- List out the important Antarctic Expeditions by different countries.</li> <li>- Collect pictures, photos of land, animals and plant species.</li> <li>- Prepare table to show the important research stations in Antarctica.</li> </ul>

## Geography

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities	
<b>Chapter 1</b> <b>Earth</b>  <b>Chapter 2</b> <b>Lithosphere</b>	1. Earth: Size, Area, Distribution of Land and Water Bodies	- Know the size position, ratio of land and water bodies.	- Explain the size, position distribution of land and water by using maps.	- Draw diagram to show equatorial and polar diameter of the earth.	
	2. Earth's Interior and Composition	- Understands the earth's structure and composition.	- Appraisal of size, position distribution of land and after.	- Explain the structure and composition of the earth with the help of diagram and chart.	- Prepare a model to show the interior profile of the earth.
	1. Meaning and Importance	- Understands the meaning and importance of lithosphere.	- Describe the different types of rocks with example.	- Appraisal of the types and importance.	
	2. Rocks: Formation and Types	- Brief the meaning and importance of lithosphere.	- Ask the meaning and importance.		- Draw diagram and model to show landforms produced by volcanic activity, folds and fault.
	3. Internal Forces: Volcanoes, Earthquakes, Folds and Faults	- Describe the volcanoes, earthquakes, folds and faults by using charts and models.	- Appraisal how earthquakes and volcanoes occurs.	- Prepare the models to show various land forms using thermocol and clay.	
	4. External Forces: Weathering - Meaning and Types Denudation: Agents of Gradation River, Glacier, Underground Water, Wind and Sea Waves	- Understands the weathering and denudations agents which produce various land forms on the earth.	- Brief account on weathering, denudation agents which forming different land forms by using models and diagrams.	- Appraisal various external forces action the changing the surface of earth.	

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 3</b> <b>Atmosphere</b></p>	<p>1. Meaning and Importance</p> <p>2. Structure and Composition of the Atmosphere</p> <p>3. Elements of Atmosphere: Temperature, Pressure, Wind, Humidity, Clouds and Rainfall</p> <p>4. Temperature: Horizontal and Vertical Distribution of Temperature, Temperature Zones, Factors Influencing Temperature</p>	<ul style="list-style-type: none"> <li>- Understands why atmosphere is important for living beings.</li> <li>- Know the structure elements of air around.</li> <li>- Understands basic elements of atmosphere.</li> <li>- Know the distribution of temperature and factors influence on it.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the meaning and importance of Hemisphere.</li> <li>- Describe the layers, composition and their significance.</li> <li>- Appraisal the structure and composition</li> <li>- Explain difference atmospheric elements and their influence on weather and climate.</li> <li>- Appraisal of atmospheric elements.</li> <li>- Explain horizontal and vertical distribution of temperature factors affecting temperature.(with the help of isotherm map)</li> <li>- Distinguish between the horizontal and vertical distribution of temperature.</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare a diagram to show the layers of the atmosphere.</li> <li>- List out the important gases of the air.</li> <li>- Draw diagrams of meteorological instruments. (Thermometers, Rain gauge, etc) collect temperature and rainfall of your locality.</li> <li>- Prepare a map of Isotherms. Record the temperature variation of your locality.</li> <li>- Draw a diagram of pressure belts and barometer.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
	5. Pressure: Horizontal and Vertical Distribution of Pressure, Major Pressure belts of the Globe  6. Winds: Types and Importance  7. Humidity: Types - Absolute and Relative Humidity  8. Clouds: Types and Features  9. Rainfall: Types and Distribution  10. Weather and Climate: Factors affecting the Climate of a Place	<ul style="list-style-type: none"> <li>- Understands atmospheric pressure and its distribution.</li> <li>- Understands the types of winds, their importance.</li> <li>- Know the types of humidity and its importance.</li> <li>- Know the types and features of clouds.</li> <li>- Know the occurrence of rainfall and its distribution.</li> <li>- Understands the weather and climate.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the distribution of atmospheric pressure and pressure belts with diagram.</li> <li>- Ask how the temperature and pressure are related.</li> <li>- Explain the distribution of atmospheric pressure and pressure belts with diagram.</li> <li>- Ask how the temperature and pressure are related.</li> <li>- Explain the meaning, formation, types and effects on precipitations.</li> <li>- Appraisal regarding humidity and its importance.</li> <li>- Discuss about the formation, classification and features of clouds.</li> <li>- Ask about the clouds formation.</li> <li>- Explain how rainfall occurs, types and distribution.</li> <li>- Appraisal of types of rainfall.</li> <li>- Explain the meaning, factors affecting the climate of a place.</li> <li>- Ask, distinguish between weather and climate.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw diagram of wind vane and Anemometer.</li> <li>- Draw diagram of hygrometer.</li> <li>- Observe the variation of clouds in the atmosphere.</li> <li>- Draw diagram of rain gauge.</li> <li>- Observe the variation of weather conditions in your locality.</li> <li>- Prepare a chart to show the types of water bodies of the earth.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 4</b> <b>Hydrosphere</b>	1. Distribution of Water Bodies: Meaning of Oceans, Sea, Gulf, Bay, Strait, Isthmus etc.  2. Topography of the Ocean Floor  3. Temperature and Salinity of the Ocean Water - Distribution  4. Ocean Currents: Pacific Ocean, Atlantic Ocean and Indian Ocean Currents  5. Tides: Causes, Types and Uses	<ul style="list-style-type: none"> <li>- Know the real of water bodies on the earth, types and importance.</li> <li>- Understands the relief features of the ocean floor.</li> <li>- Know the distribution of temperature and salinity of the ocean water.</li> <li>- Understands movement of ocean water, sea waves.</li> <li>- Know the causes, types and uses of tides.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the distribution of water bodies and brief note on types and importance with the help of maps and charts.</li> <li>- Appraisal of water bodies on the earth and importance.</li> <li>- Explain the topography of the ocean floor with their types extent and features.</li> <li>- Appraisal of the depth of oceans relief features.</li> <li>- Explains the distribution of temperature and salinity of the ocean water with the helps of map.</li> <li>- Appraisal difference between sea water and fresh water.</li> <li>- Explain the causes of ocean currents, factors affecting the ocean currents and types with the help of map.</li> <li>- Appraisal of high and low, reap and spring tides.</li> <li>- Explain the occurrence, types and importance and effects with the help of charts.</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare a diagram to show the relief features of the ocean floor.</li> <li>- Visit the coast to observe salinity of sea water.</li> <li>- Visit to sea cast to observe the waves and movement of ocean water.</li> <li>- Diagram of tides.</li> <li>- Visit to the nearest beaches and harbors to study the pollution of sea water.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 5</b> <b>Biosphere</b>	6. Conservatin of Oceans	<ul style="list-style-type: none"> <li>- Understands the conser- vation of ocean water.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisal of awareness of the importance and conservation of ocean water.</li> <li>- Discuss the measures to be taken to conserve the oceans and protect living being.</li> <li>- Appraisal of biosphere and its relatioon with other spheres.</li> </ul>	
	1. Meaning and Importance	<ul style="list-style-type: none"> <li>- Understands the meaning and importance of biosphere.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the inter relationship between lithosphere, atmosphere and hydrosphere with biosphere.</li> <li>- Appraisal the imbalance of ecosystem and its effects on living beaings.</li> </ul>	<ul style="list-style-type: none"> <li>- Visit to nearby pond, tanks or rivers were toxic se- wage water adding to them and observe the imbalance of water.</li> </ul>
	2. Ecology: Ecological Balance and Imbalance	<ul style="list-style-type: none"> <li>- Understand the difference between ecological balance and imbalance.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the difference between ecological balance and imbalance and find ways to maintain balance.</li> </ul>	<ul style="list-style-type: none"> <li>- Observe any kind of pollution and think over to preventive measures.</li> </ul>
	3. Environment: Environmental Pollution: Air, Water, Noise (Sound), Land/Soil	<ul style="list-style-type: none"> <li>- Understands causes and effects of environmental pollution and control pollutionn.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss various causes and effects to environmental pollution and find the measures to prevent it.</li> <li>- Appraisal of pollution and its effects on living organism.</li> </ul>	<ul style="list-style-type: none"> <li>- Group discussion causes effects of these.</li> </ul>
	4. Global Warming - Green House Effect, Ozone Depletion, Acid Rain	<ul style="list-style-type: none"> <li>- Understands the causes and effects of gloal warming, green house effects etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss about global warning, green house effect etc. Their causes and effects. Find the suitable ways and measures of prevention.</li> </ul>	<ul style="list-style-type: none"> <li>- Visit wild life sanctuary or national park to study conservation biodiversity.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
	<p>5. Bio-diversity: Meaning and Conservation</p> <p>6. "Save Earth", "Save Maker Planet" - Programmes</p>	<ul style="list-style-type: none"> <li>- Understands the meaning and significance of bio-diversity.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisal human activities, causes adverse on nature.</li> <li>- Explain the meaning, types and conservation of biodiversity.</li> <li>- Appraisal of importance of bio diversity.</li> </ul>	

## Geography

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 1</b> <b>Karnataka</b> <b>- Our State</b>	1. Karnataka: Location, Extent and Physical Setting with Neighbouring States  2. Physiographic Divisions  3. Climate, Soils, Natural Vegetation and Animal Wealth  4. Water Resources: Rivers, Tanks- Irrigation: Types Hydro-electricity: Important Hydel Power Stations, Sharing of River Water: Water disputes (Cauvery, Krishna etc.), Need for Water Conservation	<ul style="list-style-type: none"> <li>- Understands the location extent, physical setting with neighboring state of Karnataka.</li> <li>- Understands Physiographic divisions.</li> <li>- Know the climate, soils, natural vegetation and animal wealth.</li> <li>- Understands water resource, like tanks and rivers. Types of irrigation. Hydro-electricity-water disputes (Cauvery, Krishna) need for water conservation.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the positions of Karnataka in India, latitudinal and longitudinal extension size, area with neighboring states, with the help of map.</li> <li>- Appraisal of location extent and physical setting.</li> <li>- Classify the physiographic divisions their importance with the help of map.</li> <li>- Ask to identify the physiographic divisions on the map.</li> <li>- Explain the types of climate, soils natural vegetation and animal wealth refer map.</li> <li>- Appraisal about types of climate, soil natural vegetation with relationship with animal wealth.</li> <li>- Explain about water resource, Irrigation types-Hydro-electricity-River water sharing, dispute and conservation.</li> <li>- Appraisal about water resource, importance, uses disputes and need for conservation.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw a map of Karnataka and mark latitude and longitudes and districts.</li> <li>- Draw a map to show physiographic divisions and prepare a model to show physiographic divisions.</li> <li>- Draw a map to show climate, soil, natural vegetation, rivers, visit any national park.</li> <li>- Visit, dams, power stations, Collect articles about water disputes and think about conservation of water.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
	<p>5. Land Resources: Land Use, Agriculture: Importance, Types, Major Crops: Rice, Jowar, Ragi, Sugarcane, Cotton, Tobacco, Coffee</p> <p>6. Mineral Resources: Availability and Distribution of Major and Minor Minerals: Iron Ore, Manganese Ore, Bauxite, Gold</p> <p>7. Transportation: Major Roadways, Railways, Water ways and Airways</p> <p>8. Major Industries and Industrial Belts: Iron and Steel, Cotton, Sugar, Paper, Cement</p> <p>9. Important Tourist Centres: Natural and Cultural Places with National and International</p>	<ul style="list-style-type: none"> <li>- Know the land resources, types and major crops-Rice, jowar etc.</li> <li>- Understands the mineral resource, their availability, distribution importance, production of iron ore, manganese, aluminium and gold.</li> <li>- Understands the importance of transportation and about road ways, railways, water ways and Airways.</li> <li>- Understands, major industries and industrial belts - Iron and steel, cotton, sugar, paper, cement.</li> <li>- Know the important tourist centers - like natural, cultural with natural, cultural with</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the land resource - types of farming, Imp food, commercial and beverage crops with the help of map.</li> <li>- Appraisal about land use pattern, farming of different crops on the map.</li> <li>- Discuss on major minerals, their importance, distribution, production with the help of map.</li> <li>- Ask the importance of minerals how it influences on industry and its uses.</li> <li>- Describe the mode of transportation, its importance and influence with the help of transportation map.</li> <li>- Appraisal about the different types of transportation and its advantages.</li> <li>- Describe the major industries distribution, production and trade with the help of map.</li> <li>- Appraisal the importance of industry in the development of a state.</li> <li>- Explain about tourist places, role of tourism in changing the face of Karnataka, with the help of map.</li> </ul>	<ul style="list-style-type: none"> <li>- Visit the farm land to know the cultivation of different crops in different soil.</li> <li>- Visit any mines and collect the matter nearby your locality and prepare a chart about it.</li> <li>- Draw a map of different types of transportation.</li> <li>- Mark the industrial areas in the map and visit the industry nearby your locality.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
	<p>Importance - Hills, Waterfall, Forest, Historic Places etc.</p> <p>10. Population: Growth, Distribution, Density, Literarcy, Migratin - Its role in changing the face of Karnataka</p>	<p>national and international importance - Hills, water falls, forest, Historical places.</p> <p>- Know the total population, its growth distribution, density, literacy, migration and its role.</p>	<p>- Appraisal about the important tourist places, its uses and advantages.</p> <p>- Explain, about the population and its influences in the states development with the help of map.</p> <p>- Appraisal about the growth of population and its effects.</p>	<p>- Visit and prepare a map and chart of historical place.</p> <p>- Prepare a graph to show the growth of population, density, literacy.</p>

## Geography

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 1</b> <b>India-Our Mother Land</b>	1. India: Location and its Environs, India in the World  2. Physiographic Divisions of India  3. Climate Seasons: Indian Monsoon and its features  4. Soil Resources: Meaning, Types, Distribution - Soil Erosion and Conservation  5. Forests: Types, Importance - Important WLS / National Parks, Biosphere Parks - Need for Conservation of Forests	<ul style="list-style-type: none"> <li>- Understands the location extent and neighbors of India.</li> <li>- Know the physical divisions, their features and importance.</li> <li>- Understands the climate of India with its seasonal charges, influence of Monsoon on the country</li> <li>- Understands soil types, characteristics, distribution and conservation of soil.</li> <li>- Understands types, products of forests, distribution and conservation.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain location in the world and its environs, frontiers with the help of map.</li> <li>- Appraisal of latitudinal and longitudinal extent, its neighbors and frontiers.</li> <li>- Divide India into major physical divisions and diverge their areas and importance by using physical map.</li> <li>- Assessment of physiographic divisions of India.</li> <li>- Discuss on type of climate, seasons, monsoon, its mechanism and influence with the help of charts and facts.</li> <li>- Appraisal of seasonal charges in climate and its effects.</li> <li>- Explain meaning, types, distribution, causes of soil erosion and conservation with the help of map and charts.</li> <li>- Appraisal of types of soil, distribution and importance.</li> <li>- Discuss the types, importance, distribution of forests, need for conservation, WLS, NP and Biosphere by using facts and maps.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw outline map of India mark the name of states and capitals.</li> <li>- Draw a map to represent physiographic divisions.</li> <li>- Draw maps to show monsoon winds.</li> <li>- Prepare a map to show distribution of soil types.</li> <li>- Prepare a map to show types of forests and list out major WLS and NP.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
	<p>6. Water Resources: Major Rivers, Importance of Irrigation, Multipurpose River Valley Projects - Objectives: DVC, BNP, Hirakud, Tungabhadra Projects, Hydro-Electricity: Water Scarcity, Need for Conservation and Rain Water Harvesting</p> <p>7. Land Resources: Land Use Pattern, Agriculture: Importance, Types of Farming, Cropping Pattern, Crop Seasons, Major Crops: Food - Rice, Wheat, Commercial -Sugarcane, Tobacco, Fibre - Cotton, Beverage - Tea, Role of Horticulture and Floriculture in Agricultural Development</p> <p>8. Mineral Resources: Iron Ore, Manganese Ore, Bauxite, Mica, Gold, Power Resources: Conventional - Coal, Petroleum,</p>	<p>- Know the rivers system, water resources, need for irrigation, Hydel power water scarcity and conservation of water.</p> <p>- Know the land use pattern cropping pattern, crop seasons and major crops.</p> <p>- Understands the reserves production and distribution of major minerals and their conservation.</p>	<p>- Assessment of types, importance and distribution of forests.</p> <p>- Explain Source of water resources, rivers, irrigation, river valley projects development Hydel power, Rainwater harvesting with the help of maps, diagrams, facts and charts.</p> <p>- Appraisal of water resources, potentiality, utilization, scarcity and conservation.</p> <p>- Explain land utilization, Agriculture and its importance, types of farming, cropping pattern, season and crops by using maps and facts.</p> <p>- Appraisal of land resources - uses, types of agriculture, major crops etc.</p> <p>- Describe production and distribution of major minerals and energy resources, crisis and remedies with the help of facts and charts.</p>	<p>- Prepare a map to show river systems, river valley projects and hydel power stations.</p> <p>- Prepare pie diagram to show land use pattern and show the arena under crops is out line map of India.</p> <p>- Draw maps to show the distribution of minerals and energy resources.</p>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
	<p>Atomic Minerals, Non-Conventional-Solar Energy, Wind power: Energy Crisis and Remedies - Need for Non-Conventional energy Sources</p> <p>9. Transportation: Types and Importance, Golden Quadrilateral Road, Major Airports and Seaports</p> <p>10. Major Industrial Regions and Industries: Iron and Steel, Cotton, Sugar, Aluminium, Paper and Knowledge based Industries (IT, BT, AT)</p> <p>11. Communication: GIS, GPS and Remote Sensing</p> <p>12. Natural Disasters: Causes and Consequences of Cyclones,</p>	<ul style="list-style-type: none"> <li>- Understand the modes of transport, golden quadrilateral, major Airports and Seaports.</li> <li>- Know the industries industrial regions, localization factors and some important industries.</li> <li>- Understands the need of GIS, GPS and Remote sensing.</li> <li>- Know the Natural disasters, causes and effects.</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment of reserves, production, distribution, trade of major minerals, energy resource and importance.</li> <li>- Explain types and importance of transport, GQ ports and Airports.</li> <li>- Appraisal of modes of transport, CQ ports and Airports.</li> <li>- Appraisal of modes of transport, airports and sea ports of India.</li> <li>- Describe meaning, factors of location industrial regions, Iron and steel, cotton, sugar Aluminum, paper etc.</li> <li>- Appraisal of localization of industries, industrial regions and some selected industries.</li> <li>- Brief account communication on GIS, GPS and Remote sensing.</li> <li>- Assessment of communication with reference to GIS, GPS and Remote sensing.</li> <li>- Explain the causes and effect of disasters with instances.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw maps to locate Airports and seaports.</li> <li>- Locate important producing centers of selected industries on outline maps.</li> <li>- Draw diagrams which are necessary.</li> <li>- Prepare diagrams, charts and maps to show the</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
	<p>Flood, Landslides, Coastal Erosion and Earthquakes - Major regions</p> <p>13. Population: Growth, Distribution, Density and Migration</p>	<ul style="list-style-type: none"> <li>- Understands demographic feature of our country.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisal of Natural effect of disasters with instances.</li> <li>- Explain the total population, trends in growth, distribution, density and immigration by using maps and graphs.</li> <li>- Assessment of population growth and problems.</li> </ul>	<ul style="list-style-type: none"> <li>natural towards areas etc. collect photographs of disasters.</li> <li>- Draw maps to show the distribution of population of population, graphs for density and growth.</li> </ul>

**Syllabus Forming Committee**  
**Business Studies**

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## Business Studies

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 1</b> <b>Evolution and Growth of Commerce</b>	1. Economics Activity  2. Exchange  3. Growth  4. Commerce in 21 <sup>st</sup> Century	<ul style="list-style-type: none"> <li>- To inform the students about the context in which the subject needs to be understood.</li> <li>- To differentiate between various types of activities &amp; understand the importance of economic activity in making a living.</li> <li>- To explain the necessity of exchange in a community.</li> <li>- To understand what is exchange.</li> <li>- To explain what is growth and why it is important and how exchange helps growth.</li> <li>- To explain the role of trade &amp; commerce &amp; its importance to economic growth.</li> </ul>	<ul style="list-style-type: none"> <li>- Classroom teaching followed by activities like project works (Special references to local and regional specialities)</li> <li>- Explain with examples. Ask students to identify / classify activities. Evaluation is done on the basis of oral &amp; written examination.</li> <li>- Explain through exchange of ideas i.e., classroom teaching. Give examples of market place where exchange actually takes place.</li> <li>- Evaluation is done on the basis of oral and written examination.</li> <li>- Explain through exchange of ideas, classroom teaching.</li> <li>- Evaluation through question answer oral and written.</li> <li>- Classroom teaching, use visual media wherever possible. Evaluation through oral and written examination.</li> </ul>	<ul style="list-style-type: none"> <li>- Question answer in classroom project work.</li> <li>- Visit to local trade centers or narrate stories of production, trade and commerce in the historical context.</li> <li>- Coin stamp Collection.</li> <li>- Project work, based on village economy, where exchange takes place.</li> <li>- Project work aimed at identification of problems and advantages of exchange prevailing at the local level.</li> <li>- Coin and Stamp Collection.</li> <li>- Project work about this</li> <li>- Growth of industries in various parts of the world.</li> <li>- Condition of local area during the past &amp; its comparison with the present.</li> <li>- Model of Growth.</li> <li>- Project work concerning the important industries in the region/country.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 2</b> <b>Business</b></p>	<p>1. Meaning of Business</p> <p>2. Trade, Industry and Service</p>	<p>- To inform students of meaning and importance of business.</p> <p>- To explain in order to help the students to understand what is a business.</p> <p>- To inform students of function and various activities of the business work.</p>	<p>- Class room teaching and Evaluation through written and oral methods.</p> <p>- Class room teaching, question answer quiz, stories from legends and folklore</p> <p>- Class room teaching with the help of available teaching aids.</p> <p>- Evaluation is done- based on oral and written methods.</p>	<p>- On various aspects of commerce like Banks, Markets, Advertisement Industry, Transport, Fishing... etc</p> <p>- Project work, visits to business units.</p> <p>- Project work visit to business centres units, meeting successful business persons (men &amp; women)</p> <p>- Project work: Classification of business organisation, or companies based on their activities.</p> <p>- List out the organisations engaged in various types of business activities at the local level.</p> <p>- Prepare a list of symbols of various companies and identify the work of their specialisation.</p>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 3</b> <b>Formation of Small Scale Business Organisation</b>	3. For-profit Business and Non-profit Business	-To enable students to understand objectives with which business is done today. Also to inform the students that NBO are also important business institins.	-Class room teaching with help of teaching aids. Examples of Non-profit organisations, their contribution to development, trade, business and production evaluation is done based on the oral and written methods of examination. - Evaluation of project work.	Project tto identify for profit and Not-for profit business units. - Various activities of for profits non-profit business units. - Visit to non-profit organisation - Achivers in both areas.
	4. Business Ethics and Social Responsibilities	- To enable students to understand the importance of social support to business. - The purpose of all activities should be centered around human good and social welfare.	- Class-rom teaching and causes of business units social responsibility. - Evaluation is done with the help of class room sesponse, performance in oral and written examination.	Discussion with the students, to know this views on ethics and social responsibility project -on - Social works taken by business organisation at local level. - Discussion with business men. - New paper chippings on the topic.
	1. Meaning of Business Organisation	- To inform students the meaning & importance of organisational structers of business.	- Class room teaching, orgnisation charts exmaples may be given in support of explanation.	- Project work taking into account acess to print and electronic media.



Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 4</b> <b>Formation of Large Scale Business Organisation</b>	1. Co-operative Societies  2. Joint-stock Companies  3. Multi-national Corporation  4. Registration	<ul style="list-style-type: none"> <li>- To state the, formation meaning importance and formation of various types of co-operative societies</li> <li>- To enable students to understand what is a company, types of companies. How they are formed (Stages in the formation of company).</li> <li>- Meaning, importance and how MNC's are functioning in India.</li> <li>- To inform the legal framework regarding the formation and functionings of Indian and MNC's is India.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce the concept with the help of examples is the class room, like Lijjath, AMUL, SEWA, or any other local co-operative society.</li> <li>- Class room teaching with help of monopulus and success stories of some of the Indian companies.</li> <li>- Products of multinational company may be used to introduce student to MNC.</li> <li>- Explanation with examples.</li> <li>- Class room teaching, specific documents if any about registration, prospects may be shown to students in the class.</li> <li>- Evaluation- basis on class room question answer (both oral and written)</li> </ul>	<ul style="list-style-type: none"> <li>- Project: Story of Lijjath, AMUL, SEWA or any other local co-operatives story - with the moral of med for and benifits of co-operatives paper clippings relating to co-operative government.</li> <li>- To list out Indian companies their products, symbols ad-panch lines, their meaning etc.</li> <li>- To list out Indian companies their products, symbols ad-panch lines, their meaning etc.</li> <li>- Discussion with the if any who are working for companies, inform studetns to find out the information about companies in the product</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
	6. Share Markets	<ul style="list-style-type: none"> <li>- To enable students to understand the concept of capital market in India, importance of capital markets in India.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the meaning and importance of (share) capital markets in India, if possible (share) with the help of examples and news paper clippings.</li> <li>- Evaluation may be done through oral and written questions.</li> </ul>	<ul style="list-style-type: none"> <li>packege, news papers, advertisement etc.</li> <li>- Students may be given projects, regarding trading and various activities in the share market, national stock exchange, Bombay stock exchange.</li> <li>- News paper clippings about stock exchange.</li> <li>- If possible visit to a share broker.</li> </ul>

## Business Studies

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 1</b> <b>Management of Business</b>	1. Meaning of Management 2. Principles of Management 3. Decision - Making Process 4. Functional Areas of Management	<ul style="list-style-type: none"> <li>- A Systematic business organisation may take the form of 'Sole Proprietorship' 'Partnership' and 'Joint Stock Company', How these business organisations are managed by a single individual or a group professional managers?</li> <li>- The aim of this chapter is to:               <ol style="list-style-type: none"> <li>1. The meaning and importance of management in business.</li> <li>2. To describe principles of management.</li> <li>3. To define decision-making process.</li> <li>4. To understand the different functional areas of management like - finance, marketing, human resources, production etc.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- Explain how management is significant for managing single individual but it is more important for managing a group of individuals who are working for a business organisation.</li> <li>- Describe how do we make decision in our daily matters. Compare it with decision-making process of a business organisation. Explain the principles to be followed while managing the organisation.</li> <li>- Describe the functional areas of management like finance, marketing, production etc.</li> <li>- Evaluate the student's learning by showing photos of CEO's of big organisations like Narayana Murthy of Infosys Ltd. and ask how they are called successful manager.</li> </ul>	<ul style="list-style-type: none"> <li>- Students are asked to arrange a function in the class. They are asked to observe decision-making process and principles of management practiced.</li> <li>- Students are asked to observe how a family is managed, how a small business firm is managed in their area.</li> <li>- Group discussions may be organised on managing different functional areas of management.</li> <li>- Manager of a business organisation may be invited to deliver talk on 'Management'.</li> <li>- Study tours may be arranged to local factories to observe manageable aspects.</li> </ul>
<b>Chapter 2</b> <b>Financial Management</b>	1. Role and Importance of Finance in Business 2. Short-term Finance and Its Sources	<ul style="list-style-type: none"> <li>- To understand the role and importance of finance in modern business organisation.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the role and importance of finance in business by taking local business organisations. How a provision store can be</li> </ul>	<ul style="list-style-type: none"> <li>- Ask the students to interact with local businessmen to understand the importance of</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 3</b> <b>Marketing</b> <b>Management</b>	3. Long-term finance and Its Sources 4. Financial Institutions and Markets	<ul style="list-style-type: none"> <li>-To describe the different sources of finance when business organisation require it regularly.</li> <li>-To explain how a business organisation mobilise its short-term and long-term finances and manages.</li> <li>-To understand the different financial institutions in our country like banks- credit co-operative societies - financial institutions like KSFC.</li> <li>-To understand the capital market in our country- stock exchanges.</li> </ul>	<p>started with own capital and borrowed capital.</p> <ul style="list-style-type: none"> <li>-How finance from external sources can be obtained from banks and share market by explaining them into short-term and long-term sources.</li> <li>-Explain the different types of short-term and long-term finances given by banks- co-operative societies, financial institutions.</li> <li>-Evaluate the students learning by asking questions. The finance obtained for day to day business is differentiated to the finance required for purchase of vehicles, plant and machinery.</li> </ul>	<p>finance and sources of their finance.</p> <ul style="list-style-type: none"> <li>Invite the bank manager to address the students on different types of finances provided by them to business.</li> <li>-Ask the students to read the newspaper and collect information about names of banks, financial institutions and different types of loans offered by them.</li> </ul>
	1. Role and Importance of Marketing in Business 2. Marketing Mix - Product, Price Place and Promotion 3. Producer - Middlemen - Consumer 4. Consumer Rights and Consumer Forms	<ul style="list-style-type: none"> <li>-The aim of business is to buy goods from producers and growers and sell them to consumers. What are the factors to which businessmen give their attention from collection of goods to distribution of goods? Where do they procure goods? How do they exhibit their goods? How</li> </ul>	<ul style="list-style-type: none"> <li>-Introduce the concept of market and marketing management by explaining local examples. How marketing is producing goods from producers and selling them to consumers is different from marketing management. It involves understanding the needs of consumers, and producing the products to fulfill these needs. Milk, vegetables sellers, weekly</li> </ul>	<ul style="list-style-type: none"> <li>1. Ask the students to interact with vendors in roadside or on streets to know how do they buy goods from producers and where do they buy and how do they sell to consumers.</li> <li>2. Take the students in small groups to local market fairs, exhibition and tell them to</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 4</b> <b>Accounting in Business</b></p>	<p>1. Need for Maintaining Accounts in Business</p> <p>2. Meaning of Account - Types - Principles</p> <p>3. Accounting Cycle - Business</p>	<p>to market goods? There are some of the problems of marketing in business. The aim of this chapter is to find solution and give direction to solve these problems. specific objectives are:</p> <p>1. Understanding marketing management and its role in business.</p> <p>2. Understanding Marketing mix and how it helps to attract customers?</p> <p>3. What is the role of producer-middlemen and consumer in exchange of goods.</p> <p>4. What are the consumer rights and the functions of consumer forums?</p> <p>- To understand the definition of accounting.</p> <p>- To understand the need for accounting in business.</p> <p>- To explain the meaning of</p>	<p>market may do taken as examples.</p> <p>-Explain the marketing mix by selling locally produced goods in cities and goods produced in cities in villages - milk, soap etc.</p> <p>-Describe the role of producer middlemen and consumers in exchange of goods with the example of local venders, Fairs, weekly market.</p> <p>-Define the consumer rights and explain how their right are protected and enforced through consumer forums.</p> <p>-Explain the meaning of accounting and its needs through maintenance of accounts in our daily business transactions. For example: Explain how an old lady from village brings milk to the city and sell it</p>	<p>observe how goods are exchanged between producers, middlemen and consumers.</p> <p>3. Invite local businessmen and arrange lectures on marketing of their goods.</p> <p>4. Visit consumer forums and observe how consumers disputes are solved there.</p> <p>Try to understand the rights of consumers.</p> <p>1. Students are asked to write their daily receipts and payments on a slip of paper. Afterwords, they are asked to classify them into different</p>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
	<p>Transactions - Journal - Ledger - Trade Balance - Profit and Loss Account - Balance Sheet</p>	<p>account and to identify the different types of accounts and understand their principles.</p> <ul style="list-style-type: none"> <li>- To describe accounting.</li> </ul> <p>To understand recording business transaction in journal and ledger.</p> <p>To understand preparation of trail balance and final accounts.</p> <p>Every business man tries to understand affairs of its business. He wants to know what is the financial position of his business?</p> <ul style="list-style-type: none"> <li>- At any given point of time, what is his assets and liabilities? How much he owes to others? How much others owe to him? He also wants to know how much is the profit? and how much is the loss?</li> <li>- How he earned profit or how he incurred loss?</li> <li>- Accounting in business will answers all the above questions and it provides simple and reliable information about business.</li> </ul>	<p>regularly keeps accounts. On the painted wall, for every litre or half a litre, she puts one dot everyday. At the end of the week or a month, she counts the dots and receives the money. Thousands of instances and business transactions like these may be explained to the student to understand need for accounting.</p> <ul style="list-style-type: none"> <li>-To evaluate whether students have understood accounting and its importance a question may be asked, how an umpire says 'over' is completed immediately after bowling six balls by the bowler. The umpire's fingers are counting each ball.</li> </ul> <p>Describe double-entry system of book-keeping by showing the entries in Saving-bank account pass-book.</p>	<p>heads of accounts. Example: Receipts from parents, scholarships, payments towards school fees, purchase of books, stationery etc.</p> <ol style="list-style-type: none"> <li>2. Identify the functions to be held in the school and ask the students to identify and record receipts and payment. Example: School Anniversary, Independence Day celebration.</li> <li>3. Ask the students to visit nearby banks, post office, shops of hotels and ask them to observe how they record day to day business transactions.</li> <li>4. Obtain the annual report of co-operative societies, partnership firms or joint stock companies and study the profit and loss account and balance sheet in them.</li> <li>5. Demonstrate through Tally package with the help of a computer how accounts are recorded.</li> </ol>

## Business Studies

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 1</b> <b>Banking Operations</b>	1. Banking Transactions Banks and Post Offices 2. Types of Bank Accounts 3. Opening of a Bank Account 4. Operation of Bank Account	<ul style="list-style-type: none"> <li>- To understand how banking operations help to lead our day to day life and conduct activities.</li> <li>- To explain how banking transactions help in one way or the other from production of goods and services to consumption.</li> <li>3. To describe the different dimensions of globalised banking operations, the types of bank accounts, how to open a bank account, and the procedure for operating bank accounts.</li> </ul>	<ul style="list-style-type: none"> <li>- Define the term bank to understand banking operations. Describe how money is the tradable commodity for a bank by comparing it with rice as a tradable commodity for a merchant.</li> <li>- Explain the two different types of customers. First type includes those customers who deposit their money in bank and the others borrow money from banks.</li> <li>- Explain how banks mobilise deposits from public with the help to three types of bank accounts - current account, fixed deposit account and savings bank account.</li> <li>- Demonstrate the bank account opening form. Pay-in-slips, cheque books, and bank pass book by collecting them from a local bank or post office.</li> <li>- Describe how A.T.M. cards are used to withdraw money from savings bank accounts.</li> <li>- Evaluate the student's learning level by asking questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Through theatre activities one could dramatise the administration activities of Banking sector. Students could act different roles such as manager accountant and so on in this proposed play. Different roles such as depositing money and other functions of the Bank could be displayed in the said play where students could participate in the center stage.</li> <li>- Taking students in various groups to local post office or banks in order to have field experience.</li> <li>- Arranging guest lectures by local Bank managers.</li> <li>- To make a list of public, private and cooperative banks in local areas.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 2</b> <b>Insurance</b></p>	<p>1. Need for Insurance 2. Principles of Insurance 3. Life Insurance and General Insurance 4. Insurance Proposal - Policy - Premium - Claim</p>	<p>1. To understand how insurance help us to protect our life, properties and goods from unforeseen events. 2. To explain how insurance make good the loss suffered by natural or man made hazards. 3. To describe the different dimensions of life and general insurance, principles of insurance, procedures for obtaining an insurance policy and claims.</p>	<p>- Explain the financial loss suffered by a family if its earning member dies with a road accident. Describe how insurance would help the deceased family to get insurance claim if the person was insured prior to his death. - Define life insurance, explain different insurance policies offered by life insurance companies. - Explain the meaning of general insurance with different types - fire insurance, marine insurance and motor-vehicle insurance. Describe the need for and procedure for obtaining motor vehicle insurance. - Collect the information booklets, proposal forms, and policy bonds of life and general insurance companies and describe their contents.</p>	<p>- Arrange a role play among students to understand the need for insurance. One student may play the role of insurance agent who visits a house to sell policy. Other two students will play the role of family members who try to understand the life insurance. Invite the local insurance agent or Development officer of life insurance to deliver a lecture on life insurance schemes. - Ask the students to collect the advertisements that appear in the daily newspapers regarding insurance policies. Ask them to study their conditions and benefits. - Make a small group of students and ask them to visit insurance branch in your area to understand insurance.</p>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 3</b> <b>Entrepreneurship</b></p>	<p>1. Meaning, Role and Important of entrepreneurship</p> <p>2. Self Employment Opportunity</p> <p>3. Self-employment Schemes</p>	<p>-To instill in students the spirit of entrepreneurship, self-confidence, and achievement motivation.</p> <p>local level.</p> <p>- To inform the students of the scope of self employment and opportunities available in various sectors.</p> <p>- To inform the students of the various schemes of self employment available.</p>	<p>- Classroom teaching, ask questions to students, to know their idea of entrepreneurship, give examples of successful entrepreneurship at the global, national and</p> <p>- A board picture about employment opportunities in the organised and unorganised sectors may be explained through class room teaching. Graph, trietogram, and other teaching aids may be used to explain the concept to students.</p> <p>- Provide a list of schemes to students - explain how such schemes are helping people to earn and make a living through class room teaching.</p>	<p>- Project: Identify entrepreneurs at local, national and international level, ask why one considers than as entrepreneur.</p> <p>- Project on the following:</p> <p>- Ask the students to list out people self employed is their village / town / area.</p> <p>- Ask students to prepare a list of areas, where there is scope for self-employment.</p> <p>- News paper clipping about self-employed.</p> <p>- Visit to NGO, Govt. Departments which train people on self employment.</p> <p>- News paper clippings which narrate success stories of successful self employment people.</p> <p>- Inspiring movies, songs Gandhian ways (Project work).</p>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 4</b> <b>Globalisation of Business</b></p>	4. Profile of Successful entrepreneurs.	<ul style="list-style-type: none"> <li>- To motivate students to explore self and develop self confidence and also to prepare them for career planning.</li> </ul>	<ul style="list-style-type: none"> <li>- Selection profits of successful entrepreneurs from all sections of the society. (men and women) ask students to read the profits in the class. Ask questions, make students to identify the qualities that make people successful in the area of their choice.</li> <li>- Evaluation through written and oral examination in the class.</li> <li>- Assignments, may be given</li> </ul>	<p>Projects:</p> <ul style="list-style-type: none"> <li>- What inspired you the most why.</li> <li>- What makes people successful.</li> <li>- What one should do to be successful. Invite people who can inspire.</li> <li>- Collect pictures of people who inspired you.</li> </ul>
	1. Meaning of Globalisation	<ul style="list-style-type: none"> <li>- To inform students the changes taking place in the business environment and its effects on the National, Regional and Local economy and Business, environment the advantages and disadvantages of this change taking place in the business environment.</li> </ul>	<ul style="list-style-type: none"> <li>- The sub units may be introduced to students through class room teaching. Some specific examples to communicate the concept of</li> </ul>	<p>Projects on:</p> <ul style="list-style-type: none"> <li>- Impact of globalisation at local level.</li> <li>- Products available in the local market after globalisation.</li> <li>- Local products which moved to international market after globalisation.</li> </ul>
	2. Need for Globalisation Business	<ul style="list-style-type: none"> <li>- The role and relevance of WTO and how its effects our daily life. If possible some examples may be given some important International Trade Agreement may be discussed in brief like GATT.</li> </ul>	<ul style="list-style-type: none"> <li>a. Globalisation</li> <li>b. Advantages of Globalisation</li> <li>c. Disadvantages of Globalisation</li> <li>d. Opportunities arising out of Globalisation</li> <li>e. How to look at Globalisation may be given.</li> </ul>	<ul style="list-style-type: none"> <li>- Role of information technology in accelerating globalisation.</li> <li>- Press clipping concerning WTO</li> </ul>
3. World Trade Organisation				

<b>Unit / Concept</b>	<b>Sub Unit / Concepts</b>	<b>Objectives</b>	<b>Method and Evaluation</b>	<b>Activities</b>
	4. International Trade Agreements		- Evaluation of the topic may be done through written and oral examination in the class and after completion of the entire sub units.	- International Trade Agreements.

**Syllabus Forming Committee**  
**Economics**

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## Economics

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 1</b> <b>Economics</b>	1. Meaning and Importance of the Study of Economics 2. Economic Activities 3. Production 4. Factors of Production	<ul style="list-style-type: none"> <li>- The principal objective of this chapter is to introduce basic concepts relating to economics.</li> <li>- Every act of human being has an economic element.</li> <li>- Knowledge of economics is necessary for students to become the responsible citizens of India.</li> <li>- Pupils should know that the nation cannot prosper without the proper management and organisation of production.</li> <li>- The objective of this chapter is to make pupils to understand the importance of land, labour, capital and organisation in the process of production.</li> <li>- The learners should know that the knowledge of economics is essential to understand how an economy functions and flourish.</li> </ul>	<ul style="list-style-type: none"> <li>- It should be taught by giving as many examples as possible about economic activities, production etc, from local area.</li> <li>- Students must be encouraged to participate in teaching. The learners themselves should give examples of economic occupations existing in their village / town. Interactive and interrogative method is more useful to teach economics.</li> <li>- Teaching economics should be flavoured with local examples. Focus should be on generation of debate and discussion.</li> </ul> <p><b><u>Evaluation</u></b></p> <ul style="list-style-type: none"> <li>-It should be the part of teaching. For this interrogative method is useful. Pupils should be encouraged to write whatever they have learnt in class room. Evaluation should not become an imposition. It should be an integral part of teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>- The teaching, learning and evaluation are to be activity-based.</li> <li>-The monotonousness of teaching can be avoided by engaging pupils in learning, debating activities.</li> <li>- Pupils can be asked to prepare the list of occupations in the village or the town. They can also find out the different uses to which land is used.</li> <li>- They can be asked to prepare a list of physical capital in the village. They can also be asked to find out the number of landlords in the village and the number of landless labourers.</li> </ul> <p><b><u>Issues for discussion</u></b></p> <ul style="list-style-type: none"> <li>- Inequality in ownership of land poverty - caste system.</li> <li>- Economic and Non-economic activities.</li> <li>- Productive and Unproductive activities.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 2</b> <b>Natural Resources</b></p>	<ol style="list-style-type: none"> <li>1. Scarcity of Resources</li> <li>2. Exhaustible and Non-exhaustible Resources</li> <li>3. Deforestation and Desertification</li> <li>4. Carrying Capacity and Climate Change</li> </ol>	<ul style="list-style-type: none"> <li>- The basic objective of teaching is to make pupils to understand the alternative uses of resources and the scarcity of resources. Students should be able to appreciate the need of conservation of natural resources.</li> <li>- Another important objective is to introduce to students the concept of intergenerational equality in utilisation of resources.</li> <li>- To make pupils understand the global dimension of the issue of climate change.</li> <li>- They should be able to analyse the carrying capacity in their own village / town.</li> </ul>	<ul style="list-style-type: none"> <li>- The method of learning by rote should be given up.</li> <li>Interactive and participatory teaching is essential to teach this chapter. A live classroom is one where the teacher and pupils are engaged in lively dialogue and discussion.</li> <li>- Deaf teacher and dumb students cannot make a classroom lively.</li> <li>- Teaching should be interrogative. It should generate questions among pupils.</li> <li>- Teaching should create curiosity.</li> <li>- It should create hunger for knowledge among students.</li> <li>- Information pouring is not teaching.</li> </ul> <p><b><u>Evaluation</u></b></p> <ul style="list-style-type: none"> <li>- Teaching and evaluation should not be treated as two separate things. Students can be asked to distinguish between exhaustible and non-exhaustible resources with suitable examples. Students can be asked to identify resources exhausted in their village / town.</li> </ul> <p>Pupils should be able to associate their own family history with intergenerational aspects.</p>	<ul style="list-style-type: none"> <li>- Students can be asked to prepare a list of resources of their village such as types of soil, types of trees, lakes rivers, types of birds, the level of underground water, number of borewell etc.</li> <li>- They can be asked to compare the environmental situation between the present and 20 years ago.</li> <li>- Teacher can take students to fields to show deforestation, desertification.</li> <li>- Teacher can encourage the students to build school park. Rain water harvesting plant can be built for the school by students themselves.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 3</b> <b>Human Resources</b></p>	<ol style="list-style-type: none"> <li>1. People as Resources</li> <li>2. Population Growth</li> <li>3. Demographic Transition</li> <li>4. Reproductive Health and Quality of Population</li> </ol>	<ul style="list-style-type: none"> <li>- The objective of teaching this chapter is to make pupils to understand people are not mere number, but they are living things. People are the assets of a nation.</li> <li>- They are not only resources but also the end of development. People should not be treated as instruments of development.</li> <li>- They should be made to understand that growth of population in India has started declining. They should be introduced to the concept of demographic transition.</li> <li>- They should be made to appreciate the significance of women's health. Finally pupils should be made to familiar with concepts like density, sex ratio, IMR, MMR, family planning etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Child-centered education is possible only under activity-based teaching. So, teaching this chapter involves using of graphs, charts etc.</li> <li>- Pupils should be involved in preparing the statistical tables for population by sex of the village. Numerical examples must be used to teach sex ratio, density, population of the village can be the theme for discussion.</li> <li>- Debate can be organised in the class to discuss the consequences of population explosion.</li> <li>- Students can visit a health centre in the village.</li> <li>- Local issues should be used to teach this chapter. Students can be asked to prepare a list of infant death in the village during a particular year.</li> </ul>	<ul style="list-style-type: none"> <li>- The growth of population of the village over a period of time can be calculated.</li> <li>- No. of people in the village in 1991 _____ 5000.</li> <li>- No. of people in the village 2001 _____ 7000.</li> <li>- Calculate the growth rate.</li> <li>- Population _____ 8000.</li> <li>- Area _____ 50 Sq KM.</li> <li>- Calculate density.</li> <li>- Male Population _____ 4000</li> <li>- Female Population _____ 3500</li> <li>- Calculate Sex Ratio.</li> <li>- Students can be asked to prepare a list of the components of reproductive health.</li> <li>- Students can be asked to explain their experience with immunisation.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 4</b> <b>Poverty and Hunger</b></p>	<ol style="list-style-type: none"> <li>1. Who are Poor?</li> <li>2. Indicators of Poverty</li> <li>3. Hunger and Famines</li> <li>4. Food Security and Eradication of Poverty</li> </ol>	<ul style="list-style-type: none"> <li>- The objective of teaching this chapter is to make pupils to understand that poverty can be eliminated. It is not a curse of god. It is a man-made thing. Pupils should understand that the identification of poor is not an easy task.</li> <li>- Students should know that poverty has a caste dimensions, Poor are more among dalits than among others. Why? After studying this chapter, pupils should be able to say income is not the only indicator of poverty. Illiteracy, illness, disabilities, caste, gender, natural wealth etc. are also indicators of poverty. They should know that poverty is there in India, but hunger is not there.</li> <li>- They should become familiar with poverty eradication programmes.</li> </ul>	<ul style="list-style-type: none"> <li>- Interactive and interrogative methods of teachings should be adopted.</li> <li>- Pupils are to be encouraged to ask questions.</li> <li>- Debate, dialogue, discussions should be part of teaching.</li> <li>- Numerical examples are to be used.</li> <li>- Small calculation, mathematical examples should be used.</li> <li>- Pupils can be asked to visit the fair price shops in the villages. Students can be asked to list the number of houseless families in the village.</li> <li>- Students should be asked to distinguish between starvation and fasting.</li> </ul>	<ul style="list-style-type: none"> <li>- Students are made to visit the panchayat and find out the level of income used to measure poor in the village.</li> <li>- Students can be asked to prepare a list of poverty eradication programmes in the village.</li> <li>- Pupils can prepare a list of prices of essential food grains in the village.</li> <li>- They can be asked to prepare a list of wage rate in the village.</li> </ul>

## Economics

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 1</b> <b>Economic Structure</b></p>	<ol style="list-style-type: none"> <li>1. Structural Transformation</li> <li>2. Sources of Income</li> <li>3. Sources of Employment</li> <li>4. Static Economy and Dynamic Economy.</li> </ol>	<ul style="list-style-type: none"> <li>- The principal objective of teaching this chapter is to introduce to the students the different elements of the economy and how these elements change over a period.</li> <li>- They should know what was the nature of primitive economy.</li> <li>- How it paved the way to the capitalistic economy.</li> <li>- They should know that the income generated in agriculture goes on declining as economy develops. But labourers depends on agriculture continues to be larger.</li> <li>- They should be able to understand the distinction between static economy and dynamic economy.</li> </ul>	<ul style="list-style-type: none"> <li>- Everyday example are to be used to explain the structure of the economy. Pupils should be encouraged to discuss how income is generated, how jobs are generated. What occupations generate more income?</li> <li>- While explaining static economy, examples can be given from the colonial history.</li> <li>- Dynamic economies can be explained by tracing the changes taking place in the village over a period of time.</li> </ul>	<ul style="list-style-type: none"> <li>- Students can be asked to prepare a list of occupations in the village / town.</li> <li>- They can be asked to debate the generation of low income in agriculture. How changes are taking place in the village can be explained by giving some social examples.</li> <li>- Translation of primitive agricultural economy into market economy can be a subject for discussion.</li> <li>- Students can be asked to give examples in static situation and dynamic situation.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 2</b> <b>Sectors of the Indian Economy</b></p>	<p>1. Primary - Agriculture 2. Secondary - Industries 3. Services - Trade, Transport etc.  4. Karnataka Economy</p>	<p>- The objective of this chapter is to enable the pupils to understand the grouping of various economic activities into three sectors. - To provide knowledge about the significance of agriculture and allied activities such as animal husbandry, dairy products, fisheries, forestry etc. - To make pupils to familiarise with organisational aspects of industrial sector such as public sector, private sector, multinational companies etc. - It is necessary to introduce various aspects of Karnataka economy to pupils.</p>	<p>- There is a lot of scope to adopt interactive and interrogative methods of teaching in this chapter. - Teacher should borrow examples from every day life of students to explain various aspects of agriculture. Teacher can organise a discussion on the famous statement “Industrialise or Perish”. - Teacher should encourage pupils to understand the significance of growing service sector. Teacher can pickout examples in services from the village life. - The uniqueness of Karnataka can be introduced to students by arranging industrial tours. <b>Evaluation</b> - Teaching and evaluation should not be treated as two separate things. It is wrong. Question and answer method is more useful at secondary level.</p>	<p>- Students can be asked or entrusted the task to prepare a list of agricultural and allied activities in the village / town. - Pupils can prepare a list of private and public industries in Karnataka. - They can be asked to prepare a list of services in Karnataka. - The list of following things of Karnataka can be prepared. a. List of Agricultural Crops. b. List of Irrigation Project. c. List of Rivers. d. List of wild life sanctuaries. e. List of IT Industries in Karnataka.</p>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 3</b> <b>Money and Credit</b></p>	<ol style="list-style-type: none"> <li>1. Forms of Money</li> <li>2. Forms of Credit</li> <li>3. Banks and Deposits</li> <li>4. Reserve Bank of India</li> </ol>	<ul style="list-style-type: none"> <li>- The main objective of teaching this chapter is to enable the pupils to understand the historical evolution of money and banking system.</li> <li>- To provide knowledge about the system of money lending existing in rural sector and problems associated with money lenders. Pupils should be able to distinguish various types of credit.</li> <li>- They should know the distinction between credit and debits. Pupils should know how notes and coins are printed. Reserve bank of India can be introduced in brief.</li> </ul>	<ul style="list-style-type: none"> <li>- Supply of money can be taught by borrowing examples from every day life.</li> <li>- Demonstration of cheque, draft, creditslip etc can be done in the class room.</li> <li>- Teacher can take students to post-office or bank in the villages to show to students how a bank works.</li> <li>- They can be taught how to write a cheque.</li> <li>- They can be shown the safe vaults.</li> </ul> <p><b><u>Evaluation</u></b></p> <ul style="list-style-type: none"> <li>- In the interactive teaching method evaluation take place along with teaching. Students must be encouraged to ask question. They must be asked to pose question to banker, post master.</li> </ul>	<ul style="list-style-type: none"> <li>- A small school bank can be set up.</li> <li>- Student can act as Manager cashier, clerk etc.</li> <li>- All students must be encouraged to open bank accounts.</li> <li>- Credit cards, debit cards, cheques, drafts can be demonstrated in the schools.</li> <li>- Students can be asked to analyse why notes are issued by the Governor of Reserve Bank of India and not by the Central Finance Minister.</li> <li>- A debate can be organised on indebtedness and Farmer's suicides.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 4</b> <b>Labour and</b> <b>Employment</b></p>	<p>1. Division of Labour 2. Labour: Male-Female 3. Employment-Unemployment 4. Disguised Unemployment</p>	<ul style="list-style-type: none"> <li>- The basic objective of teaching this chapter is to enable the students to appreciate the role of labour in production.</li> <li>- To provide the knowledge about gender dimensions of labour and discrimination associated with female labour.</li> <li>- Productive labour, domestic labour, reproductive labour.</li> </ul> <p>Pupils should be able to know joblessness is not unemployment.</p> <ul style="list-style-type: none"> <li>- They should be able to distinguish that all unemployed are not poor and all employed are not rich.</li> <li>- They should know that disguised unemployment can appear only in a labour surplus economy.</li> </ul>	<ul style="list-style-type: none"> <li>- Interactive and dialogue method is to be adopted. We have to give up the age old lecture - narrative method.</li> <li>- Problem solving method of teaching is suitable for this chapter.</li> <li>- Gender discrimination in labour market can be demonstrated by means of live examples.</li> <li>- Sexist approach in teaching should be avoided.</li> </ul>	<ul style="list-style-type: none"> <li>- Student can be asked to prepare a list of work done by father and mother separately in the house.</li> <li>- They have to give explanation to distinction between work done by women and men.</li> <li>- Students can be asked to prepare a list of types of unemployment.</li> <li>- Student can asked to prepare a list of work where men and women both perform.</li> </ul>

## Economics

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 1</b> <b>Development</b>	1. Development and Underdevelopment 2. Indicators of Income Development 3. Indicators of Human Development 4. Gender related Development	<ul style="list-style-type: none"> <li>- The principal objective is to enable the students to appreciate the need and concepts of development.</li> <li>- To make them to understand why a country remains under developed. To familiarise pupils with new concept of development such as human development, gender related development.</li> <li>- Pupils should appreciate that the attainment of health by people, education attainment are as important as that of the growth of income.</li> <li>- Distinction between GDP and HDI</li> </ul>	<ul style="list-style-type: none"> <li>- The pupils should be engaged in the discussion of the varied and diverse dimensions of development.</li> <li>- For this, debate, dialogue and discussion are more useful.</li> <li>- Pupils are to be encouraged to distinguish between income as the sole indicator of development and health, education and income together as composite indicator of development.</li> <li>- The teaching should be gender sensitive.</li> <li>- Women should figure in every aspect of teaching.</li> </ul> <p><b><u>Evaluation</u></b></p> <ul style="list-style-type: none"> <li>- Teaching and evaluation should go together. These two can be combined only when participatory teaching method is adopted.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils can be asked to prepare a list of developed countries in the world.</li> <li>- They can be asked to prepare a list of Human development Indices of various states of India.</li> <li>- The literacy rate of women and men in Karnataka for 1991 and 2001.</li> <li>- A discussion can be organised on differences in literacy rate between women and men.</li> </ul>
<b>Chapter 2</b> <b>Economy and Government</b>	1. Planning in India 2. Five Year Plans 3. Green Revolution 4. Liberalisation and Globalisation	<ul style="list-style-type: none"> <li>- The objective of teaching this chapter is to enable students to understand the role of government in development.</li> </ul>	<ul style="list-style-type: none"> <li>-Students are to be involved in teaching.</li> <li>-So participatory teaching is necessary, local flavour is to be their in teaching.</li> </ul> <p>Interrogative method will make class-</p>	<ul style="list-style-type: none"> <li>- Students can be asked to list areas where government plays a role.</li> <li>- They can be asked to</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 3</b> <b>Rural Development</b></p>	<ol style="list-style-type: none"> <li>1. Meaning and Importance</li> <li>2. Decentralisation</li> <li>3. Role of Panchayat Raj Institutions</li> <li>4. Women in Development</li> </ol>	<p>-Pupil should know that planning is a strategy adopted by government to develop the economy. Pupils should know the periodicity of different five year plans in India. Pupils should know that one of the greatest achievements of planning in India is Green Revolution.</p> <p>-Students should be able to understand various elements of Green Revolution.</p> <p>- The purpose of teaching this chapter is to make students to understand and appreciate the crucial role of rural development is nation building.</p> <p>- They should know how big our rural economy is and how significant its development is for nation's development.</p> <p>- They should understand the distinction between centralisation and decentralisation in</p>	<p>lively and interesting.</p> <p>-Monotonousness must be avoided.</p> <p>-Women must figure in every aspect of teaching.</p> <p>-Every day examples must be used while teaching.</p> <p><b><u>Evaluation</u></b></p> <p>-Debate, discussion and dialogue method generate questions and evaluation takes place along with teaching.</p> <p>- The teacher can organise a mock panchayat and engage students to discuss the function and powers of PRIs.</p> <p>- The development plan prepared by Gram Panchayat can be used as an example to explain how PRIs work in rural development. Teacher can take students to Gram Panchayat and arrange a discussion with panchayat members. Teacher must take local example to show how much work women do and in what way they experience injustice.</p>	<p>prepare a list of merits and demerits of privatisation, marketisation and globalisation.</p> <p>- Students can be asked to prepare an essay on Green Revolution on International Food Day.</p> <p>- Students can be asked to distinguish between government - centered and market - centered economic policies.</p> <p>- Students can be asked to collect the data about Panchayat members or municipality members of their village or town.</p> <p>- Students can be asked to collect data about powers and functions of PRIs.</p> <p>- Students can be asked to prepare a list of work done by women in the village and work done by men in the village.</p>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 4</b> <b>Public Finance and Budget</b></p>	<ol style="list-style-type: none"> <li>1. Meaning and Importance</li> <li>2. Public Expenditures</li> <li>3. Public Revenue - Taxation</li> <li>4. Deficit : Fiscal Deficit</li> </ol>	<p>development.</p> <ul style="list-style-type: none"> <li>- 73<sup>rd</sup> amendment to India's constitution has given constitutional status to panchayatraj institution.</li> <li>- Pupils should know that a lot of power is delegated to PRIs.</li> <li>- Women's role in development is crucial. Students must know the contribution of women to development, What are the disadvantages women face in development?</li> </ul> <p>- The principal objective of this chapter is to make students understand the role of government finance in development. Pupils should know how government collect income and how it spends.</p> <ul style="list-style-type: none"> <li>- It enables the students to understand how much money comes to government and from what</li> </ul>	<p><b><u>Evaluation</u></b></p> <ul style="list-style-type: none"> <li>- Students should be asked to justify how rural India in real India. Teacher should judge whether pupils use sexist language in discussion and debate.</li> </ul> <p>- Interactive and interrogative method is to be adopted to teach this chapter.</p> <ul style="list-style-type: none"> <li>- The idea of federalism can be introduced at this level, Budget data of the state or central government can be collected and questions can be asked.</li> <li>- Teacher must teach students that there is a difference between the borrowing of loan by government and borrowing by individual.</li> </ul>	<ul style="list-style-type: none"> <li>- Students can be asked to prepare a list of taxes imposed by central government, state government and Gram Panchayat</li> <li>- Students can be asked to prepare a list of public work done in the village by governments such as roads, bridges, water supply structure.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
		<p>sources it comes on the one hand and how it spends money and on what items it spends.</p> <ul style="list-style-type: none"> <li>- This chapter enable students to know types of taxes and non-tax source of income of the government.</li> <li>- They should be able to identify differences between finance of government and finance of individual.</li> </ul>	<p><b><u>Evaluation</u></b></p> <ul style="list-style-type: none"> <li>- Teaching and evaluation have to take place simultaneously. Question and answers method of teaching helps to achieve this integration.</li> </ul>	<p>drainage, toilets etc.</p> <ul style="list-style-type: none"> <li>- If expenditure exceeds revenue there will be deficit. To fill this deficit government borrow loans. How much loan government of India has borrowed during a particular year.</li> </ul>

## **Syllabus Forming Committee**

### **Sociology**

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## Sociology

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 1</b> <b>We and the World</b>	<ol style="list-style-type: none"> <li>1. The Human Species - Evolution (Finger thumb opposition, erect posture, large brain etc.)</li> <li>2. Man/woman is a Social animal.</li> <li>3. Human child Vs. that of animals. (long years of dependency - food, security, protection, warmth etc.)</li> <li>4. “Man becomes man only among men” (experiments of unsocialized children)</li> <li>5. Human beings and language.</li> <li>6 Man/woman also a tool-making animal. (Homo Sapiens)</li> <li>7. Pioneering Sociologists.</li> </ol>	<ul style="list-style-type: none"> <li>- The students should be able to appreciate the differences between human and animals and also see for themselves how biologically the human infant is dependent on others around them for nurture etc.,</li> <li>- The student should be able to appreciate that societies are simultaneous with individuals and that individuals are not prior to them as it is often believed.</li> <li>- Students should be able to learn that language, which is the most important attribute of human being is socially formed and that language is necessary not just for communication but the lesson should be able to bring home the point that language facilitates self-awareness and mastery of the environment.</li> <li>- Human beings are also tool makers and this is possible</li> </ul>	<ul style="list-style-type: none"> <li>- Class room teaching.</li> <li>- Question answers - oral and written.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore through the use of visual media the animal world and list the kind of differences that one is able to garner vis-a-vis human world.</li> <li>- Collect the experiments on various unsocialized children and note what happened to them.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 2</b> <b>Culture, Society</b></p>	<p>1. Culture 2. Cultural diversity 3. Norms and Practices. (from what is to what ought to be)</p>	<p>because of their biological superiority.</p> <ul style="list-style-type: none"> <li>- To put across to the students the above without the use of sociological jargon.</li> <li>- Show to the student how culture is not just about finer sensibilities that human beings possess, but it includes the way they dress, their marriage customs, family life, and their patterns of work, religious ceremonies and leisure pursuits, among others.</li> <li>- To show that culture is not singular but there are cultures all around us. And that there is tremendous diversity among cultures. The purpose is to make the student appreciate that diversity essentially means tolerance about the differences.</li> </ul>	<ul style="list-style-type: none"> <li>- Class room teaching.</li> <li>- Question answers - oral and written.</li> </ul>	<ul style="list-style-type: none"> <li>- List the different languages and dialects spoken in India.</li> <li>- Narrate the marriage customs of the community that you belong to.</li> <li>- What are various languages spoken in your locality/ neighbourhood.</li> <li>- Collect the various religious ceremonies that take place outside of their homes.</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 3</b> <b>Social Interaction and Everyday life</b></p>	<ol style="list-style-type: none"> <li>1. The Study of Everyday Life.</li> <li>2. Non-verbal Communication.</li> <li>3. Face, Body and Speech in Interaction.</li> <li>4. What are roles? How do we learn to play roles?</li> <li>5. How do people come to occupy roles in a lifetime?</li> </ol>	<ul style="list-style-type: none"> <li>- To help the students appreciate how we act and react to people around us.</li> <li>- Many apparently trivial aspects of our behaviour turn out on close examination turn out to be complex.</li> <li>- Show the students how we communicate not just through language but also non-verbal gestures.</li> <li>- To show there are socially defined expectations of us and how we live out those expectations.</li> <li>- To communicate to the student how each person plays a number or roles at different points in life and how some of them may conflict with each other.</li> </ul>	<ul style="list-style-type: none"> <li>- Class room teaching.</li> <li>- Question answers - oral and written.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask the student to record any conversation in various relationships. Teacher student; parents, parents and note the differences.</li> <li>- List the ‘masks’ we wear to home and outside.</li> <li>- Record how we behave when guests arrive a home.</li> <li>- Differentiate the behaviour of one's parents at home and at work and account for the differences.</li> </ul>

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<p><b>Chapter 4</b> <b>Types o Society</b></p>	<p>1. The Earliest Societies  a. Hunters and gatherers  b. Pastoral and agrarian societies  c. The industrialising societies.</p>	<ul style="list-style-type: none"> <li>- To help the student understand that there are different types of societies around us at any single point of time.</li> <li>- To show how one's sdsociety is different from that of others.</li> <li>- Help the students understand how communities come to be scaled as superior/inferior; ignorant etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Class room teaching.</li> <li>- Question answers - oral and written.</li> </ul>	<ul style="list-style-type: none"> <li>- List the features of the habitat one lives in.</li> <li>- Narrate the visit to any place and list and peaculiarities that one has noticed.</li> </ul>

## Sociology

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 1</b> <b>Family and Household</b>	1. What is the family? 2. Husbands and Wives / Parents and Children a. Childhood and Youth b. Adulthood, Middle age and old age c. Generations and Families 3. Different types of Families- a. How do families differ on the basis of size (Nuclear, Extended, Joint family) 4. The dark side of family a. Sexual abuse b. Domestic Violence	<ul style="list-style-type: none"> <li>- To show the student how one is born into a family and help the student distinguish a household from a family.</li> <li>- The various transitions through which individuals pass during their lives seem at first sight to be biological fixed are really influenced by cultural differences and also by the material circumstances of people's lives in given type of society.</li> <li>- Not everything is fine about the family in India.</li> </ul>	<ul style="list-style-type: none"> <li>- Class room teaching.</li> <li>- Question answers - oral and written.</li> </ul>	<ul style="list-style-type: none"> <li>- List and describe the festivals you celebrate.</li> <li>- Describe the division of labour at home.</li> <li>- List the different types of families by size around you.</li> </ul>
<b>Chapter 2</b> <b>Socialisation and Family Relations</b>	1. What is Socialisation? 2. Family, neighbourhood, peer group and school 3. Gender and Socialisation	<ul style="list-style-type: none"> <li>- To bring home the difference between nature and nurture.</li> <li>- To analyse the development of human individual from infancy to early childhood identifying the main stages of change involved.</li> </ul>	<ul style="list-style-type: none"> <li>- Class room teaching.</li> <li>- Question answers - oral and written.</li> </ul>	<ul style="list-style-type: none"> <li>- Collect narratives of one's childhood from parents, neighbours and friends - particularly the old.</li> <li>- Compare and contrast socialisation processes across ages.</li> </ul>

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<p><b>Chapter 3</b> <b>City and Community</b></p>	<ol style="list-style-type: none"> <li>1. What is a City?</li> <li>2. Features of City</li> <li>3. Industrialisation and Urbanisation</li> <li>4. What is Community?</li> <li>5. Rural Community and its Characteristics.</li> <li>6. Tribal Community and its Characteristics.</li> </ol>	<ul style="list-style-type: none"> <li>- To show how at each stage of the child's development there is a change of relationship between the infant, mother and other people caring for the child and how these processes go on.</li> <li>- To show how socialisation is a process that continues throughout the life course.</li> <li>- How we learn characteristics of our culture through socialisation.</li> <li>- To help the students realise the differences in the habitat and how these differences has an effect on the social lives of people.</li> </ul>	<ul style="list-style-type: none"> <li>- Class room teaching.</li> <li>- Question answers - oral and written.</li> </ul>	<ul style="list-style-type: none"> <li>- If you live in a city or close to one, describe the various places of importance in it.</li> <li>- Note the events and circumstances where you have noticed 'we' feeling among people.</li> </ul>

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Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<b>Chapter 1</b> <b>Social Stratification</b>	1. Why are people different? (Income, Education, Dress Beliefs etc.,) 2. How do we account for the differences 3. Prejudices associated with differences. 4. Untouchability as a form of social evil. 5. Eradication of untouchability Legal Provisions against Caste discrimination.	<ul style="list-style-type: none"> <li>- To show how everybody in the society is not the same.</li> <li>- To understand the nature of these differences and to account for the same.</li> <li>- To discuss how differences are associated with certain prejudices.</li> </ul>	<ul style="list-style-type: none"> <li>- Class room teaching.</li> <li>- Question answers - oral and written.</li> </ul>	<ul style="list-style-type: none"> <li>- List how the city is inhabited by people who move about buses, cars, dresses, etc.</li> <li>- Account why this is so.</li> <li>- Why are the affluent always portrayed as fair and the poor, dark? Is this a prejudice? Show hoe there are prejudices associated with income, caste, gender etc.</li> <li>- List the castes in your locality/neighbourhood.</li> <li>- What practices distinguish one caste from another etc.</li> </ul>
<b>Chapter 2</b> <b>Work and Economic Life/Class</b>	1. Division of labour and classes 2. Paid and unpaid work 3. Unemployment 4. Inequalities work 5. Organised Workers and Unorganised workers.	<ul style="list-style-type: none"> <li>- To say what is work and bring home its objective of how it caters to human needs.</li> <li>- To show how there is a lot of work that is unpaid and how in many instances only paid work</li> </ul>	<ul style="list-style-type: none"> <li>- Class room teaching.</li> <li>- Question answers - oral and written.</li> </ul>	<ul style="list-style-type: none"> <li>- Make a note the kind of work is performed by all the members of one's family and household and to note the differences among them.</li> <li>- Make a list of how one's</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 3</b> <b>Collective action</b> <b>and Protests</b></p>	<p>1. Crowds, riots and collective action. 2. Other forms of Collective action.     a. Environmental issues     b. Self-help groups of women</p>	<p>is respected and voluntary is not with the intention to seek if such divisions create inequalities?</p> <ul style="list-style-type: none"> <li>- To show how different occupations get paid differently and why.</li> <li>- Who do some people around us don't work. Don't they want to work or is no work?</li> <li>- The student should be able to gather that there are differences in society and take account of how people voice their differences when they feel that they deserve better.</li> <li>- To describe how people come together to form groups to vent their grievances.</li> </ul>	<ul style="list-style-type: none"> <li>- Class room teaching.</li> <li>- Question answers - oral and written.</li> </ul>	<p>household income gets to be spent and on what.</p> <ul style="list-style-type: none"> <li>- To enquire into why certain jobs get paid more and certain others less and to account for the differences.</li> <li>- Have you come across any protest, if so what was it all about. Describe.</li> <li>- Are there any groups in your locality - see why they were formed and for what purpose.</li> <li>- Do you or your neighbours face any water, electricity or sanitary problems? What do you do when there is no water at home?</li> </ul>

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 4</b> <b>Social Problems</b></p>	<p>1. Child labour 2. Violence against women     a. Dowry     b. Female foeticide and infanticide</p>	<p>- To show how problems around us not a creation of individuals and how there are forces beyond them that contribute to this.</p>	<p>- Class room teaching. - Question answers - oral and written.</p>	<p>- Do you have problems? What are those? List them. - Are the problems you face social? - Do people in your immediate community have problems? - Describe how do you think people stand up to problems?</p>

# **Content**

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# **Social Sciences Syllabus**

**(V<sup>th</sup> to X<sup>th</sup> Standard)**

**Submitted to**

**D S E R T**

**Government of Karnataka**

**Bangalore**

**June 2008**