

Bridge Programme Social Science

FOR GRADE 8



Duration — 6 Weeks



Bridge Programme

Social Science

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GRADE 8

SOCIAL SCIENCE
BRIDGE PROGRAMME FOR GRADE 8

First Edition

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From the Director's Desk

Dear Students and Teachers,

The National Council of Educational Research and Training (NCERT) welcomes all students stepping into Grade 8, the culminating year of the Middle Stage. This grade marks a significant transition, as we align our educational practices with the transformative vision of the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023.

Our commitment is to provide a learning experience that is joyful, innovative, and deeply rooted in Indian ethos. The new syllabus and teaching-learning material are designed for experiential, discovery-based, and inquiry-driven learning, making education a truly enriching journey. However, we know that our students are transitioning from the old curriculum which differs from this new approach. To bridge this gap and ensure a smooth and effective transition, we have developed a comprehensive six-week Bridge Programme across all subject areas, including Social Science.

This Bridge Programme is designed to prepare students for the innovative pedagogical approaches and content that await them in Grade 8. It provides detailed guidelines for teachers and engaging activities for students, ensuring a holistic development. As Grade 8 serves as a bridge to the Secondary Stage, it is vital for laying a strong foundation for future learning.

We believe that after successfully completing this Bridge Programme, students will be well-equipped to fully appreciate and benefit from the new textbooks and other teaching-learning material. I earnestly urge all teachers to embrace the spirit of NEP 2020, fostering a culturally rooted, experiential education that resonates with the ethos of *Vasudhaiva Kutumbakam* — “The world is one family.” This is the first step in our journey, and together, we can demonstrate to the entire education fraternity the power of collaboration and teamwork in delivering quality education to every student.

Let us embark on this journey with dedication and enthusiasm, ensuring that every student experiences the joy of learning and achieves their full potential.

DINESH PRASAD SAKLANI
Director

National Council of Educational Research and Training

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

Social Science

Bridge Programme for Grade 8

Duration—6 Weeks

Context

As a follow up of the National Education Policy (NEP) 2020, the National Curriculum Framework for Foundational Stage (NCF-FS) 2022, and the National Curriculum Framework for School Education (NCF-SE) 2023, NCERT is in the process of developing syllabi and textbooks for all grades of school education in a phased manner. Until now, NCERT has developed textbooks for Grades 1, 2, 3, and 6 in two phases. Grade 1 and 2 textbooks have already been introduced in the year 2023–24 and Grade 3 and 6 textbooks have been introduced in the year 2024–25. In the third phase, NCERT is currently developing syllabi and textbooks for Grades 4, 5, 7 and 8 to be introduced in the year 2025–26. In the academic year of 2025–26, Grades 4 and 5 students will get new textbooks. Grade 4 students will be able to link the new textbook with the Grade 3 curriculum as they have already studied the new curriculum in the lower grade. However, the Grade 5 students may need more time to understand the new pedagogic perspective and competency based content and exercises. Grade 5 students may experience a gap in the curriculum as compared to what they studied in Grades 3 and 4 and what they will study in Grade 5. Similarly Grade 8 students, who will get new textbooks but have studied the old curriculum in Grades 6 and 7 may face the same problem.

In this context, there is a need to provide learners with academic support for a smooth transition from the old curriculum to the new curriculum through a bridge programme. The curriculum before NEP 2020 was based on a constructivist approach; hence,

competency development had not been given much importance. However, NEP 2020 recommends competency-based education, and following this, competency-based teaching-learning materials, including textbooks, are currently being developed.

The idea of the bridge programme is to have a fun-filled series of games and activities that would allow the children to enjoy, interact, shed their inhibitions, speak with other students and teachers, play, and engage in simple projects (how about visiting a fort your state), etc. The purpose is to develop an interactive and playful classroom environment to set the atmosphere and prepare both teachers and students for the new syllabus, new textbooks, and new approach to learning.

Continuing this vision, a six-week bridge programme has been developed for learners entering Grade 8 this year, which marks the final year of the Middle Stage. It is pedagogically essential that the old and new curriculum is bridged at this stage for paving the path of smooth learning in higher grades.

Teacher's Section

Introduction

The domain of social science encourages the students to explore the social and the human world. It helps the students understand the phenomena of continuity and change in events and occurrences. It develops in them a methodology of inquiry to understand events and happenings that have occurred at different in of time and promotes evidence-based approaches to weave narrative around different themes. Like science, social science enables students to think logically and reach scientific conclusions. It encourages democratic participation in classroom and outside-classroom activities. Further more, subjects in social sciences instill amongst students the ability to freely express their ideas and understanding of the habitat and related human activities that they are engage with. Social Science also helps in nurturing the values and dispositions that are essential for sustaining cooperative and collaborative communities. It promotes ethical, humane, and Constitutional values. It motivates children to

understand and appreciate the rich cultural heritage and tradition of the country (NCF-SE 2023).

A Letter to the Teacher

The Bridge Programme is designed to facilitate students in concept clarification through activities. You may encourage students for linking themes that they have studied in Grade 7 and the gaps that need to be filled once they move on in their journey of knowledge to Grade 8. The Bridge Programme for Grade 8 will help the inquisitive and creative minds to draw comparison with other subjects that they have studied and see whether they can understand events and occurrences in their near vicinity. By undertaking the given suggestive activities, you will be able to answer to children's queries, such as why, how, and when, in a logical manner.

Objectives of the Bridge Programme

The Bridge Programme for Grade 8 attempts to strengthen creative and innovative, pedagogical approaches with many activities that would help in concept clarification and inspire students to draw linkage with other subjects of social sciences. The objective of this Bridge Programme is to address learning gaps and to build a strong foundation for smooth transition to Grade 8. As a facilitator you may encourage and motivate students by re-visiting, reinforcing concepts that you have taught earlier from the simple to the complex. The pedagogy that you may like to adopt for motivating students' participation can be discussions, debates, role-play, project method, community service, and many more that can promote the participation of students from diverse context. The pedagogy adopted and transacted need to foster the following skills:

- Collecting evidences, classifying and interpreting the same.
- Recognising special patterns, map reading, and locating places
- Developing creative and analytical thinking
- Promoting questioning and critical thinking
- Interdisciplinary perspective for in-depth understanding of occurrences and happenings

Learning Outcomes for the Middle Stage: Grade 8

Students will be able to

- examine local historical places from a cultural perspective and their historical relevance,
- collect primary and secondary sources and document them with interpretation,
- locate places of historical, cultural, and geographical importance on an outline map of India/World,
- explain human resources, agriculture, and trade,
- identify different types of government and understand the significance of democracy,
- understand the need and importance of Constitution for governance and explain the process of making of the Indian Constitution,
- understand the structure of the governance and explore different functioning of governments at each level, and
- identify the role of government in providing public facilities.

Curricular Goals	Competency	Competencies Description
CG-1: Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations	C-1.1	Collects and interprets multiple sources of information (primary and secondary) to understand the historical, cultural, geographical, and socio-political aspects of human life.
CG-2: Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes	C-2.1	Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps.
	C-2.2	Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society episodes.

Curricular Goals	Competency	Competencies Description
CG-3: Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life	C-3.1	Analyses the effect of various changes in early human society from nomadism to settled life and early civilisation (such as the emergence of agriculture, changes in food habits, basic technologies like construction, transport, pottery, metallurgy), and changes in human habitation, family structures and relationships, the nature of work, people's socio-cultural beliefs and concepts over time (for example, ahimsa, and the fallout of major wars or invasions) that significantly impacted human societies.
	C-3.2	Identifies reasons behind harmony and conflict among social groups and communities, in their region and in other parts of the world, and their impact on human societies.
CG-4: Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these	C-4.1	Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society.
	C-4.2	Assesses the influence of social, cultural, and political institutions on an individual/ group/ community/ society in general institutions.
CG-5: Understands various forms of inequality and prejudice in society — from those prevalent in a family to those at a community / regional / national level — and also the initiatives and efforts at various levels to address these issues	C-5.1	Identifies, explains, and raises questions about different forms of inequality, prejudice, and discrimination prevailing in one's own family, locality, region, and national and global levels.
	C-5.2	Identifies, explains, and appreciates efforts (being) made at different levels through various (including social, cultural, economic, and political) mechanisms and institutions, and what individuals can do, to address these to ensure equity, inclusion, and justice address these issues.

Curricular Goals	Competency	Competencies Description
CG-6: Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.1	Explains key natural phenomena, such as climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed
	C-6.2	Identifies the distribution of resources, such as water, agriculture, raw materials, and services across geographies
	C-6.3	Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change
	C-6.4	Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts)
CG-7: Appreciates the importance and meaning of being Indian (<i>Bhartiya</i>) by understanding (a) India's rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India	C-7.1	Explains India's unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines, traditions, festivals, trade, commerce, and health practices including Ayurveda and yoga

Curricular Goals	Competency	Competencies Description
	C-7.2	Discovers the topographical diversity of the Indian landmass – from the semi-arid zone in the west and the areas of heavy rains in the north-east to the long coastal areas in the south and the snow-clad mountains in the north, as well as the rich biodiversity of the country
	C-7.3	Appreciates India's tradition of inclusion across communities and social groups, and its influence in vast parts of the world through its cultural elements
CG-8: Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	C-8.1	Understands the need for a Constitution for any country during the last few centuries – especially in a country such as India – and its deeper objectives
	C-8.2	Explains the process of formation of the Indian Constitution and understands the ideas and ideals of the Indian national movement enshrined in it as well as those drawn from India's civilisational heritage
	C-8.3	Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroot level
CG-9: Understands the processes of economic activities (production and consumption, trade, and commerce	C-9.1	Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society
CG-10: Understands and appreciates the contributions of India through history and in the present times, to the overall field of Social Science, including the different disciplines that constitute it	C-10.1	Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an integrated manner along with the particular matter — illustratively, understands the strengths of India's democratic traditions through its history

The Bridge Programme has been designed for six weeks —

Week	Time Available in Hours	Mon	Tues	Wed	Thurs	Fri	Sat
Week 1	4 hr 40 min	SS	SS	SS	SS	SS	—
		SS		SS			
Week 2	4 hr 40 min	SS	SS	SS	SS	SS	—
		SS		SS			
Week 3	4 hr 40 min	SS	SS	SS	SS	SS	—
		SS		SS			
Week 4	4 hr 40 min	SS	SS	SS	SS	SS	—
		SS		SS			
Week 5	4 hr 40 min	SS	SS	SS	SS	SS	—
		SS		SS			
Week 6	4 hr 40 min	SS	SS	SS	SS	SS	—
		SS		SS			

There are certain activities in the Bridge Programme that you might recommend to students to make learning fun and interesting. Some suggested examples drawn from History, Geography, Political Science and Economics are given below.

Suggestive Activities (for Saturday)

Let's make a Saturday full of fun and joy with these activities. You may add on to these suggestive activities:

Week (Saturday)	Activity	Competencies Targeted	Purpose and Outcome of the Activity	Details of the Activity
Week 1	Visit to Local Self-Governance Systems	Understands the processes and function of democratic institutions.	Prepare a project in mixed group highlighting the priority areas.	Field visit to village panchayat/ Municipal Corporation
Week 2	Visit to local market	Discusses the functioning of market	Prepare a project with variety of visuals in mixed group highlighting the significance of market in our daily life.	Visit nearby Market/Haat/ Bazaar

Week (Saturday)	Activity	Competencies Targeted	Purpose and Outcome of the Activity	Details of the Activity
Week 3	Role-play of key framers of Constitution of India	Familiar to our prominent leaders of Constitution makers and understand their contribution in making of Constitution of India	Prepare a script on Constitutional debates highlighting the diverse role of key framers of the Constitution.	Role-play of key framers of Constitution of India, such as Dr. B.R Ambedkar, Pt. Jawaharlal, Nehru, Sardar Vallabhbhai Patel, Hansa Mehta, and Renuka Ray, etc.
Week 4	Organise trip for the students for visiting nearby farms	Describe and identify traditional and modern agricultural practices and the major crops grown in India and classify different type of soils.	Classify soils and crops into Kharif, Rabi, and Zaid based on their growing seasons. Recognise major food crops (e.g., rice, wheat) and cash crops (e.g., sugarcane, cotton) grown in India.	Visit to local farms
Week 5	Visit to a museum	Recognises the importance of multiple sources (primary and secondary sources) to understand historical, geographical, and socio-political aspects	Prepare project on the cultural, life and livelihood of people in the historical times comparing it with the contemporary and historical tapestry of local area	Visit to nearby museums
Week 6	Role-play of different professions contributing in human resource development.	Ability to analyse and evaluate the importance of human resources in the economic and social development of a nation and the relationship between education, health, and the quality of human resources.	Explain the concept of human resources and their importance in the development of a country. Understand the role of education and health in improving the quality of human resources.	Role-play of different professions, such as teacher, doctor, Engineer

Week (Saturday)	Activity	Competencies Targeted	Purpose and Outcome of the Activity	Details of the Activity
Additional/ optional activities	Organise visit to nearby monuments like forts, palaces, temple or mosque.	Students will be able to analyse size, shapes and building materials used in these historical monuments.	Class debate and discussion can be organised on various issues related to historical monuments, such as difference between tangible and intangible things.	Visit to any nearby historical monuments.
	Organise a school trip to public hospital.	Identifies essential public facilities like water, sanitation, electricity, and transport.	Explain the concept of public facilities.	Take students to visit a public hospital to understand how public services are managed.

Pedagogy and Assessment

In this bridge programme, teachers are expected to use experiential learning activities to facilitate the students' transition from Grades 7 to 8. The learning exposure to be provided during the bridge programme in social sciences needs to be more activity based. Since in the new textbook concepts are explained through the multifarious activities, appropriate integration of these as well as linkage with real life situations to be ensured while interacting with students. Most of the activities given in this material are based on experiential learning, role-play, group discussions, debates, map work that can be carried out in mixed groups by adopting collaborative learning approaches, exploring, and answering questions. Teachers can engage students in meaningful discussions including questions that require explanations. Hence care has to be given to provide opportunities to all students to be a part of these activities so that, they can joyfully participate in the learning processes and feel more confident in their ability. The activities included in this material are suggestive in nature and teachers may add on and use similar ones such as Quiz, Sort and long Answer questions in the classroom and encourage students to devise their own activities.

Students need to be assessed for understanding of concepts and skills and capacities, such as procedural fluency, problem solving, visualisation, optimisation, representation, and communication. Various strategies, such as observation, peer assessment, group discussion, reflective questions, simple projects, etc., could be used for assessing students and providing constructive feedback.

Linkage with New Textbooks

The Learning Outcomes (LOs) for Grades 6, 7 and 8 and new textbooks are being developed based on the Curricular Goals (CGs) and Competencies for middle stage social science that are given in NCF-SE, 2023 (p. 4–7). The LOs developed for the new textbooks for Grade 6 and 7 are connected with those of Grade 8 since they are in a continuum. The student entering Grade 8 in the academic year 2025–26 has learnt the existing Grade 7 textbook might not have exposed to some of the LOs, which are essential pre-requisite for the student to understand the new Grade 8 textbook. A gap analysis has been done and it was found that few LOs related with some CGs/Competencies have to be bridged. Activities based on these Los have been designed and presented here. This Bridge programme also contains different ice breaking activities, which will not only help learners to acquire basic pre-requisite competencies required to understand the concepts included in Grade 8 social science, but also to create positive, vibrant and sustainable attitude among the students towards learning social science.

Student's Section

This programme is designed to support you (learners) to actively participate and engage in learning activities of Grade 8 social science confidently and to enjoy learning social science. You have learned many concepts from your Grade 7 textbook, now you will get a textbook of Grade 8 integrating competency and experiential learning-based approach.

Some of the concepts you will learn in Grade 8 will require your engagement with the competencies that are given in new Grades 6 and 7 textbooks, which you could not study. This six-week long bridge programme will support you in learning those concepts and acquiring the required competencies, hence facilitating a seamless transition to Grade 8.

Social Science attempts to explore the social and the natural world by engaging with lots of interesting activities, such as map making, project work, organisation of field visits to places of cultural and historical importance. This will help you to develop essential skills which in turn will help you in learning social sciences as well as other subjects in future. This bridge programme will also provide you a supportive environment to build confidence and enhance your motivation in learning social science.

Your teachers will guide and support you to do different activities given in the material as per the timetable. They will provide individual attention and constructive feedback and you can seek the support of your teacher at any time of the learning process. You also can seek the support of your parents to undertake any activities at your home such as preparing learning-teaching materials, (for example, chart showing important monuments of India, model on sources, etc. You may request your parents to get necessary materials/resources to conduct activities/ help you in preparing for field work (for example, by making available materials, such as charts, pictures , primary sources that are locally available).

Bridge Programme Content: Detailed Activities

Theme – A

Topics

1. India: Agriculture and Soils
2. Human Resources

India: Agriculture and Soils

(i) Pedagogy

Pedagogical approaches that you may like to consider for promoting students' participation:

- Promote the use of the internet to study interactive thematic maps of agriculture on the School Bhuvan NCERT portal
- Discussions may be organised with regard to thematic layers



Source: Creative commons

of maps on the School Bhuvan NCERT portal, for example, the distribution of wheat, and rice in India and overlay layers of soils, relate different cropping patterns in India and their impact on economic development. You may encourage the students to explore modern agricultural practices and their impact on the environment.

- You may encourage the students to collect different soil samples from the surroundings; recognise soils with the help of their colour, texture, and composition; relate them with the geographical areas of India shown on the map; promote the study of the process of formation of these soils. You may facilitate in the preparation of a list and label places or areas where different crops are produced.
- You may motivate students to relate with Local Environment: Begin by linking agricultural practices to the local context of students; highlight crops, soils, and practices specific to their region.
- You may establish the historical and cultural connections: Discuss how agriculture is intertwined with India's history, economy, culture, and festivals.

(ii) Activities

Teachers may plan these activities with students individually, with peers or in a mixed group setting

- You may organise trips for the students to nearby farms to observe agricultural activities, crop cycles, and irrigation methods.
- Promote opportunities for students to collect soil samples and test their properties, such as texture, pH, and nutrient content.
- Children may be given group tasks such as preparing charts on soil types or a comparative study of traditional vs. modern farming methods.
- You may organise lectures and sessions by local farmers or agricultural experts for the students.
- Opportunities may be provided to explore and overlay various maps on the School Bhuvan NCERT portal. The Atlas maps may be used to understand various concepts.

(iii) Assessment

Section A: Quiz

1. Which of the following crops is a Rabi crop?
(a) Bajra
(b) Wheat
(c) Maize
(d) Cotton
2. The soil type most suitable for growing cotton is _____.
(a) black
(b) red
(c) sandy
(d) laterite
3. The Green Revolution in India mainly focused on which type of crop?
(a) Pulses
(b) Fruits
(c) Food grains
(d) Spices

Section B: Questions for Discussion

1. Define agriculture and mention two types of farming practised in India.
2. Why is crop rotation important for maintaining soil fertility?
3. Discuss any two challenges faced by the Indian farmers.
4. Describe a few major types of soil found in India and their characteristics, advantages, and disadvantages.
 - Group Projects: Prepare a chart on the traditional and modern farming practices in India, discuss it with your classmate.
 - Map work: Represent the different soils on the map of India.

Human Resources

(i) Pedagogy

Pedagogical approaches that you may like to consider for promoting students' participation:

- You may encourage students to understand the concept and significance of Human Resources.
- Facilitate in helping them to recognise the role of population in the economic development of a country.
- Discuss how to analyse the factors affecting the distribution and density of population.
- Interactive discussion can be organised: You may begin with a discussion on why people are considered a resource. Pose questions like, "What makes a person valuable to the society or an organisation?"
- Motivate students to understand the importance of education, health, and skill enhancement.
- You may explain the definition of Human Resource in preview of their skills, knowledge, and abilities that people possess, contributing to economic growth.



Source: Creative commons

- You may assist in preparing visual aids using maps and charts to illustrate India's population distribution and density.

(ii) Activities

Teachers may plan these activities with students individually, with peers or in a mixed group setting.

- Debate: "Is a large population an asset or a liability?"
- Group Activity: Students create a model population pyramid for different countries and compare demographic challenges.
- Role-play: Assign students' roles (for example, teacher, doctor, engineer) and discuss how these professionals contribute to human resource development.

(iii) Assessment

Section A: Quiz

1. Which of the following is the most important resource for a country's development?
 - (a) Land
 - (b) Water
 - (c) Human resources
 - (d) Minerals
2. Which factor does NOT affect population distribution?
 - (a) Climate
 - (b) Landforms
 - (c) Internet speed
 - (d) Availability of resources
3. What is the main reason for high population growth in developing countries?
 - (a) High death rate
 - (b) Low birth rate
 - (c) Improved healthcare and sanitation
 - (d) Lack of education

Section B: Questions for Discussion

1. Define human resources. Why are they important for a country?
2. Discuss two factors that influence the distribution of population.

3. How does education improve the quality of human resources?
4. Explain the factors that affect the population distribution of a country. Give examples.

Theme — B

Topics

1. Survey of Local Historical Places
2. Sources: Numismatics, Literary, Epigraphy, Archaeological sites and Artifacts, Travel Accounts and Private papers
3. A Journey through India's Architecture

Survey of Local Historical Places

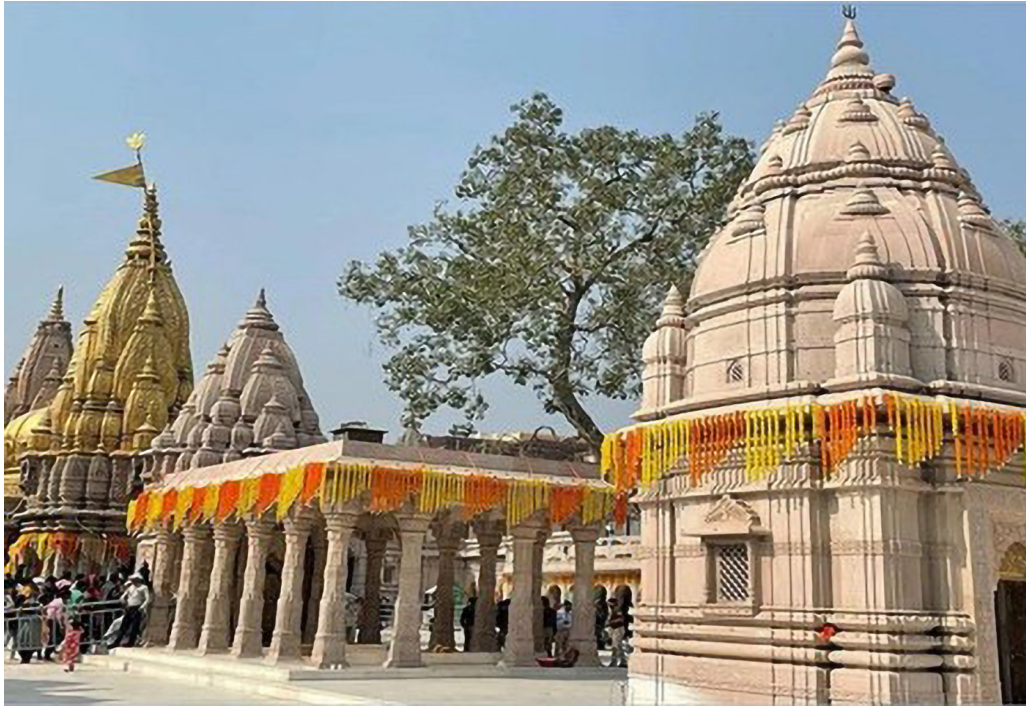
(i) Pedagogy

Plan activities considering the theme in progression within and outside the classrooms. In this regard, field visit to nearby archaeological sites or any other places of cultural and historical importance can be considered. For example, a visit to the Gwalior Fort.



Source: Picture taken from the field in January 2025

You may also take children for preparing audio-video materials, for example, the visit to Kashi Vishwanath temple at Varanasi. They may, also be asked to prepare a script giving the details of the temple. Similar such assignment may be given for other monuments in your local area as well. Students may be asked to write on methods to preserve and conserve heritage sites and structures.



Source: Kashi Vishwanath Temple, Creative Commons

(ii) Activities

Teachers may plan these activities with students individually, with peers or in a mixed group setting.

- Field visit to places known for its tangible legacy, such as temples and other places of worship, palaces, located in the student's own region/vicinity may be organised.
- Visit to local museums.
- Collection of pictures and writeups on any monument highlighting the unique architectural features.
- Preparation of an album or report on artifacts, coins, travelers and their accounts in a mixed group.

(iii) Assessment

Section A: Quiz

1. “Golden Temple” is located in which city of India?
 - (a) Amritsar
 - (b) Ujjain
 - (c) Varanasi
 - (d) Mathura
 2. The Gwalior fort is located in which Indian state?
 - (a) Odisha
 - (b) West Bengal
 - (c) Madhya Pradesh
 - (d) Gujarat
 3. Which River is the Kashi Vishwanath Temple located nearby?
 - (a) Ganga
 - (b) Yamuna
 - (c) Sarasvati
 - (d) Godavari
- A Project on local historical places can be assigned to the students.
 - Questions or puzzle sets can be considered.
 - Audio-visual material on the significance of local monuments may be prepared.

Sources: Numismatics, Literary, Epigraphy, Archaeological Sites and Artifacts, Travel Accounts and Private Papers.

(i) Pedagogy

Pedagogical approaches that you may like to consider for promoting students’ participation

- Survey method can be considered. A visit can be organised to noted historical sites. By organising such field visits students may be made aware about the significance of the geographical location, material used for construction, architectural design, and environmental considerations. They might also try to establish its linkage with some of the geometrical principles, such as shapes and sizes.



Source: Creative commons

- Classroom discussions can be initiated on continuity and change in the usage of money as a medium of exchange in the past and the present.
- Reading of different travel accounts by the students will help them understand the perspective of foreign travelers on administration and livelihood of the people during the time they wrote and lived.
- Role-play can be organised on personalities related to the themes that children have studied earlier.
- A photo album can be prepared on local monuments, coinage, personalities or any other theme from the primary and secondary sources.
- Children may be asked to collect stamps on monuments or coinage. This will help in instilling an interest in philately.

(ii) Activities

Teachers may plan these activities with students individually, with peers or in a mixed group setting.

- Students may be given individual assignments to showcase their creativity in the form of poems, short stories, essays, etc., with regard to sources, trade items, forms of governments, and so on.
- Students may be asked to collect old coins and compare them with present currency and coins.
- A project on continuity and change in the currency in circulation can be given highlighting the journey to the digital mode of payment.
- You may help children to discuss with their grandparents on textiles and costumes and encourage them to explore the diversity of costumes in India.
- On an outline map of India, you may help students to identify places where different varieties of cotton are grown.

(iii) Assessment

- A project on primary sources can be given.
- An essay on travel accounts can be given with the focus on its strengths and limitations.

A Journey through India's Architecture

(i) Pedagogy

Pedagogical approaches that you may like to consider for promoting students' participation are:

A field visit to Kailasa Nath temple located in Maharashtra can be considered. The students, who are staying nearby may be asked to visit the temple complex and observe how the temple was built by using boulders and stones from the nearby mountains. They may also reflect on how the ancient people managed to build structures like temples with the help of rocks. A similar activity may be organised to visit places of historical importance in their local areas.



Source: Wikicommons

- The pedagogical processes that you may adopt need to cultivate in children the habit of self-study and exploration. It should inspire them with the processes of observation and collecting evidences for logically interpreting architectural features particularly with regard to the rock-cut temples.

(ii) Activities

Teachers may plan these activities with students individually, with peers or in a mixed group setting

- Field visit to places known for its architecture relief may be organised for example, visit to nearby temples and understand the uniqueness of the design and materials used for its construction.
- Prepare an essay on sources of endowment of any one of the monuments that is located in your neighbourhood.

(iii) Assessment

- Field visit can be planned to local, historical, and cultural sites
- Students may be asked an essay on any monuments of student's choice.
- Map work can be given to locate temples and their deities they are dedicated to.

Topics

1. Types of Government—Monarchy, Dictatorship, Oligarchy, Theocracy, and Democracy.
2. Introduction to the Constitution of India—Brief Overview of the Making of the Constitution of India, Preamble, and Fundamental Rights and Duties.
3. Central and Federal Structure of Government

Types of Government (Monarchy, Dictatorship, Oligarchy, Theocracy and Democracy)

(i) Pedagogy

Pedagogical approaches that you may like to consider for promoting students' participation are:

- Initiating discussions on understanding the meaning and types of government, including Monarchy, Dictatorship, Oligarchy, Theocracy, and Democracy.
- Promoting among students to explore the role of people in different forms of government and relate them to present-day political systems, such as absolute Monarchy in Saudi Arabia, Constitutional Monarchies in United Kingdom, Japan, and Bhutan, and Democracy in India, and United States of America can be discussed.
- Reflecting and assessing on how students understand the different government's functioning in the real-world contexts with a focus on their impact on society and overall governance.

(ii) Activities

Teachers may plan these activities with students individually, with peers or in a mixed group setting

- Debate/discussion: on the types of government that ensures fairness and peoples participation.
- Case Study: comparison can be drawn from democratic and non-democratic countries.

- Role-Play: you may organise three groups of students and assign them to enact the roles of monarchy, dictatorship and democratic form of government and ask them to critically examine its strength and limitations.

Section A: Match the following

S. No	Description	Type of Government
1.	Citizens vote for their leaders and have equal rights	(a) Oligarchy
2.	Religious leaders govern based on religious laws	(b) Dictatorship
3.	A small group of wealthy or influential people rule	(c) Monarchy
4.	One person holds all power and often gains it through force	(d) Democracy
5.	Power is inherited and held by a king or queen	(e) Theocracy

Section B: Fill in the Blanks

1. In a democracy, citizens have the right to _____ and select their representatives.
2. A _____ is a type of government where a king or queen rules a country.

Section C: Questions for Discussion

1. What is the main difference between a monarchy and a democracy?
2. Why is democracy considered a government “for the people”? Discuss the key features of democracy and how it ensures fairness, equality, and citizen participation.

Introduction to Constitution of India (Brief overview of Constitution making, Preamble, Fundamental Rights and Duties).

(i) Pedagogy

Pedagogical approaches that you may like to consider for promoting student’s participation are:

- Understanding of the Constitution of India briefly. Start by asking open-ended questions like: Why do we need a Constitution? Or what happens if there are no rules in society?
- You may use stories of key Constitutional figures, such as Dr. B.R. Ambedkar, Hansa Mehta, and Sardar Vallabhbhai Patel to show how Indian Constitution was framed.
- You may use online quizzes, interactive websites, and videos to explain the making of Constitution of India, such as Digital Sansad, Constitution of India.net Website; series of 10 episode on Constitution of India named as Samvidhan on Sansad TV.
- Organise field trips or virtual tours to democratic institution, such as the Panchayats, Legislative Assembly, Parliament of India, Supreme Court, etc.

(ii) Activities

Teachers may plan these activities with students individually, with peers or in a mixed group setting

- Encourage students to collect pictures of pages on the Constitution—Illustrations/paintings by Nand Lal Bose and pages of signatures.
- Encourage students to identify and discuss the constitutional value given in the Preamble to the Constitution of India.
- Provide case studies on Fundamental Rights—for example, Right to Equality and Right to Education.
- Encourage students to design their own constitution—groups can be assigned the task to design a constitution, defining governance, rights, and duties. Their work can be presented in the classroom for discussion.

Section A: Match the following real-life scenarios to Fundamental Rights

<p>1. Example: A child goes to school regardless of their background</p> 	<p>(a) Right to Freedom of Speech and Expression</p>
<p>2. A person speaks freely about an issue without fear.</p> 	<p>(b) Right to Freedom of Religion</p>
<p>3. A child is prohibited to work in factories</p> 	<p>(c) Right to Equality</p>
<p>4. A person follows their religion without anyone stopping them</p> 	<p>(d) Right Against Exploitation</p>

Section B: Fill in the Blanks

1. The Constitution of India is the _____ law of the country, serving as the foundation for governing the nation.
2. The Constitution of India was adopted by the _____ Assembly on 26th November 1949 and came into force on 26 January _____.

Section C: Questions for Discussion

1. Who was Drafting Committee Chairman of the Indian Constitution? Write his contribution in the making of Constitution.
2. Name two Fundamental Rights and Fundamental Duties and discuss why they are important?



Source: The Constitution of India, <https://ia600208.us.archive.org/29/items/TheConstitutionOfIndiaCalligraphicEdition/2672.pdf>

Section D: Group Project

Collect pictures of key framers of the Indian Constitution and compile them in a file. Alongside each image, write a brief description of their key contributions to the making of the Constitution.

3. Central and Federal Structure of Government

(i) Pedagogy

Pedagogical approaches that you may like to consider for promoting students' participation are:

- You may explain the salient features of the Central and the Federal Government with examples.

- You may draw real-life examples of power-sharing system from Constitutions of countries, such as United States of America, Canada, and India.
- Interactive activities may be conducted in the form of group activities or games to discuss power distribution and engage students in the decision-making processes.
- Debate can be organised on the importance of Union Government vs. State Government to promote critical thinking.

(ii) Activities

Teachers may plan these activities with students individually, with peers or in a mixed group setting

- Power distribution game: divide students into Union and State Government groups to decide who handles various issues, such as education or healthcare.
- Role-play/debate may be organised. Group of students can be divided for representing the central and state governments. Debates can be organised on issues, such as law and climate policies.
- Field visit a Local/ State/ Central government administrative body can be organised.

(iii) Assessment

Section A: Fill in the Blanks

1. A government with a central authority that controls all decisions is called a _____ government.
2. A _____ government divides power between central government and smaller regional governments, like states or provinces.

Section B: Questions for Discussion

1. What is the main difference between a unitary government and a federal government?

Group Project

Design your own country with either a federal or unitary system and present it in the classroom.

Topics

1. Trade
2. Role of government in providing public facility

1. Trade

(i) Pedagogical approaches that you may like to consider for promoting students' participation

1. Field Trip: Students may be taken to the local market to see how negotiation and bargaining (in terms of fixing of price, sale and purchase of goods) take place.
2. Teacher can bring newspaper cutting in the classroom and discuss about the trade. One such newspaper cutting has been placed for your reference.



The electronics industry is pushing the government to further enhance trade ties with the US and boost bilateral trade to \$750 billion by 2032, including \$100 billion worth of electronics by leveraging existing policies and incentive frameworks.

Last Updated: Feb 13, 2025, 08:19:00 AM IST

Read more at:

https://economictimes.indiatimes.com/news/economy/foreign-trade/indias-electronics-industry-pushes-for-boosting-us-trade-ties/articleshow/118188873.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst

Based on the newspaper cutting, discuss how trade takes place between India and the US. This will help to understand how prices of any product is fixed in the international market.

3. Currency can be made of cards to teach about buying and selling in an international market



1 dollar (\$) = ____ Rupees

Collect some more international currency and find out their price in relation to the Indian currency. This will help you to understand how and why the price of a product differs from country to country.

4. Study the rail route and how goods are carried from one place to another. Similarly, routes through the road and waterways can be studied.

Imagine yourself to be a trader and wish to purchase the product A from the market in Delhi and sell it in the following places like Varanasi, Katra, and vice versa. Your friend stays in Kolkata and desires to earn some money through trade in Puri. What would you suggest? You know Vande Bharat is a high-speed superfast express train. Find out its route (see page no. 31) and availability in the week days for the following places:

- a) Delhi to Varanasi and back
 - b) Delhi to Katra and back
 - c) Howrah to Puri and back
5. For visually impaired learners an embossed trade route can be depicted using wool or thick thread to show how goods are carried from one place to another on the map of India.

(ii) Activities

Teachers may plan these activities with students individually, with peers or in a mixed group setting

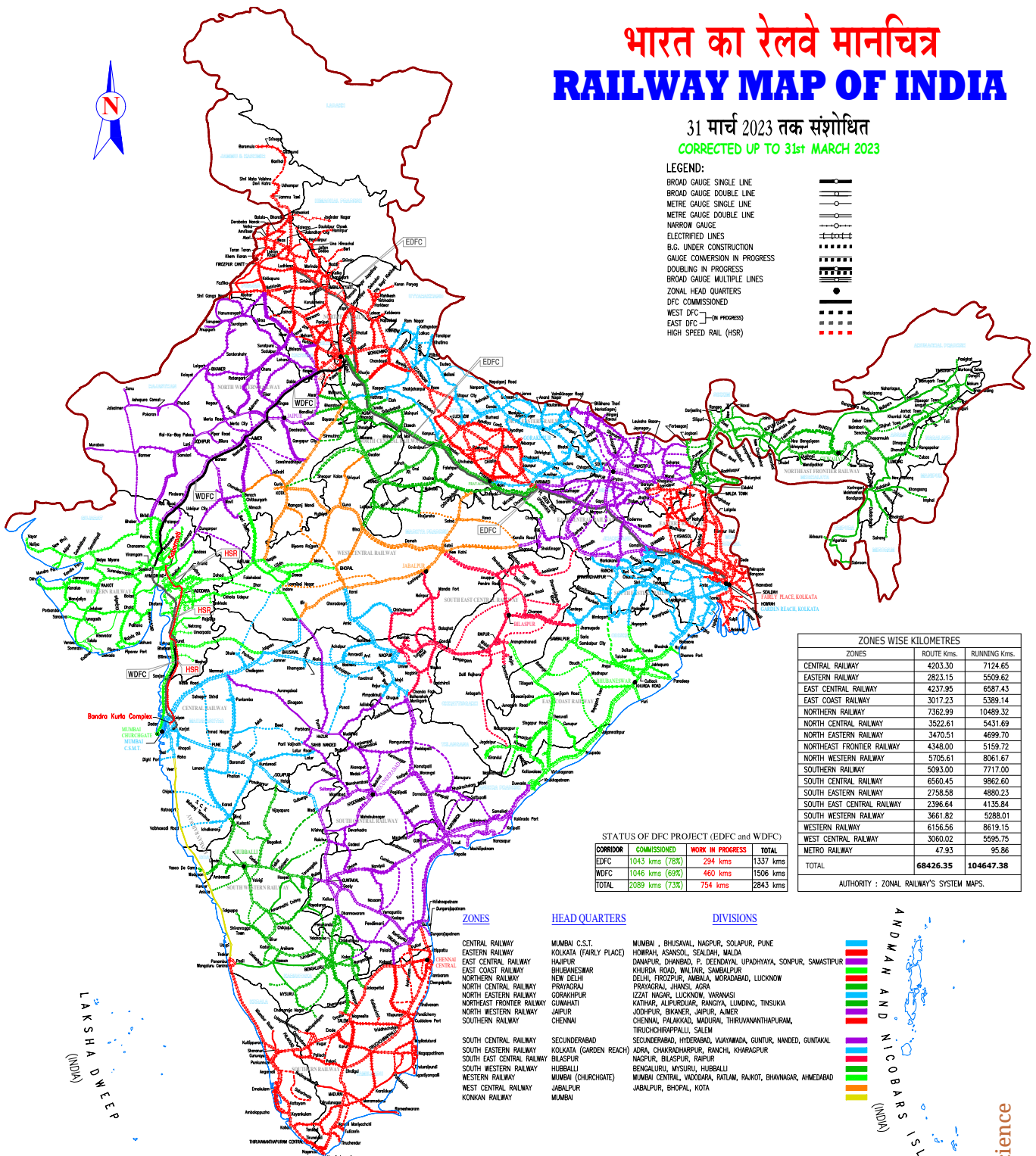
- You may organise a discussion for the students about the trade between Indus Valley Civilisation and Mesopotamian Civilisation, and find out what were the items traded. Discuss the land and sea route undertaken by the traders.
- You may help children to find about the trader in your family or neighbouring area. They may even narrate the stories about their adventure in this field.
- Ask students to imagine themselves to be a wealthy merchant in the present time. Where would they like to go and how they can contribute towards prosperous trade in their place. Discuss in the class.

भारत का रेलवे मानचित्र RAILWAY MAP OF INDIA

31 मार्च 2023 तक संशोधित
CORRECTED UP TO 31st MARCH 2023

LEGEND:

BROAD GAUGE SINGLE LINE
BROAD GAUGE DOUBLE LINE
METRE GAUGE SINGLE LINE
METRE GAUGE DOUBLE LINE
NARROW GAUGE
ELECTRIFIED LINES
B.G. UNDER CONSTRUCTION
GAUGE CONVERSION IN PROGRESS
DOUBLING IN PROGRESS
BROAD GAUGE MULTIPLE LINES
ZONAL HEAD QUARTERS
DFC COMMISSIONED
WEST DFC
EAST DFC
HIGH SPEED RAIL (HSR)



STATUS OF DFC PROJECT (EDFC and WDFC)

CORRIDOR	COMMISSIONED	WORK IN PROGRESS	TOTAL
EDFC	1043 kms (78%)	294 kms	1337 kms
WDFC	1046 kms (69%)	460 kms	1506 kms
TOTAL	2089 kms (73%)	754 kms	2843 kms

ZONES WISE KILOMETRES		
ZONES	ROUTE Kms.	RUNNING Kms.
CENTRAL RAILWAY	4203.30	7124.65
EASTERN RAILWAY	2823.15	5509.62
EAST CENTRAL RAILWAY	4237.95	6587.43
EAST COAST RAILWAY	3017.23	5389.14
NORTHERN RAILWAY	7362.99	10489.32
NORTH CENTRAL RAILWAY	3522.61	5431.69
NORTH EASTERN RAILWAY	3470.51	4699.70
NORTHEAST FRONTIER RAILWAY	4348.00	5159.72
NORTH WESTERN RAILWAY	5705.61	8061.67
SOUTHERN RAILWAY	5093.00	7717.00
SOUTH CENTRAL RAILWAY	6560.45	9862.60
SOUTH EASTERN RAILWAY	2758.58	4880.23
SOUTH EAST CENTRAL RAILWAY	2396.64	4135.84
SOUTH WESTERN RAILWAY	3661.82	5288.01
WESTERN RAILWAY	6156.56	8619.15
WEST CENTRAL RAILWAY	3060.02	5595.75
METRO RAILWAY	47.93	95.86
TOTAL	68426.35	104647.38

AUTHORITY : ZONAL RAILWAY'S SYSTEM MAPS.

ZONES

CENTRAL RAILWAY
EASTERN RAILWAY
EAST CENTRAL RAILWAY
EAST COAST RAILWAY
NORTHERN RAILWAY
NORTH CENTRAL RAILWAY
NORTH EASTERN RAILWAY
NORTHEAST FRONTIER RAILWAY
NORTH WESTERN RAILWAY
SOUTHERN RAILWAY
SOUTH CENTRAL RAILWAY
SOUTH EASTERN RAILWAY
SOUTH EAST CENTRAL RAILWAY
SOUTH WESTERN RAILWAY
WESTERN RAILWAY
WEST CENTRAL RAILWAY
KONKAN RAILWAY

HEAD QUARTERS

MUMBAI C.S.T.
KOLKATA (FAIRLY PLACE)
JAIPUR
BHUBANESWAR
NEW DELHI
PRAYAGRAJ
GORAKHPUR
GUNAHI
JALPUR
CHENNAI
SECUNDERABAD
KOLKATA (GARDEN REACH)
BILASPUR
HUBBALLI
MUMBAI (CHURCHGATE)
JALPUR
MUMBAI

DIVISIONS

MUMBAI, BHUSAVAL, NAGPUR, SOLAPUR, PUNE
HOWRAH, ASANSOL, SEALDAH, MALDA
DANAPUR, DHANBAD, P. DEENDATL UPADHYAYA, SONPUR, SAMASTIPUR
KHURDA ROAD, WALTAR, SAMBALPUR
DELHI, FEROZPUR, AMBALA, MORADABAD, LUCKNOW
PRAYAGRAJ, JHANSI, AGRA
JZAT NAGAR, LUCKNOW, VARANASI
KATHAR, ALPURI, RANGYA, LUMDING, TINSUKIA
JODHPUR, BIKANER, JALPUR, AJMER
CHENNAI, PALAKKAD, MADURAI, THIRUVANANTHAPURAM,
TIRUCHIRAPPALLI, SALEM
SECUNDERABAD, HYDERABAD, VIJAYAWADA, GUNTUR, NANDIED, GUNTAKAL
ADRA, CHAKRADHARPUR, RANCHI, KHARAGPUR
NAGPUR, BILASPUR, RAIPUR
BENGALURU, MYSURU, HUBBALLI
MUMBAI CENTRAL, VADODRA, RATLAM, RAJKOT, BHAVNAGAR, AHMEDABAD
JALAPUR, BHOPLA, KOTA

ANDAMAN AND NICOBAR ISLANDS (INDIA)

- **Role-Play:** Form a group of 10 students in the class. You may assign different roles to the students, such as farmers, traders, shopkeepers, consumer, and so on. Let them enact the role and engage in trade with the fake money.
- Ask students to imagine themselves to be a farmer of your state—they produce wheat or rice in a bulk. Would they like to sell all the crops to their friends and relatives in their native place? If not why? What would they maximise profits from the sale of the crops?
- You may organise a debate on the following topics- Divide the class in two sections. One section can speak for the motion and another section can speak against the motion. If the number of students is large, the class can be divided into groups.
 - Trade plays an important role in the development of the country.
 - India should only trade with its neighboring countries
- **Discussion**—Have you ever purchased any product from the online market like Amazon or flipkart? Discuss how does online market impact local traders or small businesses.

(iii) Assessment

Classroom activities can be assessed based on initiative, presentation skill, or they can be asked to write what they learnt, challenges faced and the strategies adopted to overcome the problem.

- **Role-plays:** Students can be graded on how negotiation takes place between buyers and sellers; their confidence level in terms of narration of the dialogues.
- **Exit Tickets:** Students can be asked to explain the concepts understood through various activities before leaving the class.
- **Concept Maps:** They can be asked to indicate relation between buyers, sellers, wholesalers, traders, consumer, producer, and so on through the concept map.
- **Comic or Story Boards:** Students may be asked to develop comic or storyboards on sustainable trade practices and graded on it.

2. Role of Government in Providing Public Facility

Sub themes:

- (i) Public Facilities
- (ii) Law and Social Justice

(i) Public Facilities

(a) Pedagogical approaches that you may like to consider for promoting students' participation

- Share experiences with peers on public facilities and reasons for the disparity in availability of water, sanitation, and electricity.
- Organise a debate on why Government should be responsible for providing public facilities.
- Collect details on government schemes aimed at improving public facilities like Jal Jeevan Mission, Swachh Bharat Abhiyan, etc. Compile them and highlight their impact.
- Group discussion on how the absence of basic facilities like clean water, electricity, and sanitation affects daily life, education, and health, especially for localities in which economically weaker sections reside.

(b) Activities

Teachers may plan these activities with students individually, with peers or in a mixed group setting

- **Field visit:** Take students to visit a local water treatment plant, public hospital, or municipal office to understand how public services are managed.
- **Community survey on public facilities:** Make students survey their neighbourhood about access to water, sanitation, and electricity, then present their findings in class.
- **Poster making:** Ask students to create posters highlighting the importance of clean water, sanitation, and other public services.
- **Documentary screening and discussion:** Show a short documentary on water scarcity, sanitation, or public transport, followed by a class discussion on solutions.

- **Project:** Assign group tasks, such as compare public and private facilities in areas like healthcare, education, and transport. Analyse and present findings on chart paper.

(c) Assessment

Section A: Quiz

1. Which of the following is NOT considered a public facility?
 - (a) Water supply
 - (b) Electricity
 - (c) Private cars
 - (d) Public transport
2. Which article of the Indian Constitution includes the right to water?
 - (a) Article 14
 - (b) Article 21
 - (c) Article 32
 - (d) Article 44
3. What is the primary source of government funding for public facilities?
 - (a) Donations
 - (b) Loans
 - (c) Taxes
 - (d) Foreign aid

Section B: Questions for Discussion

1. What are public facilities? Why are they important for society?
2. How does the government ensure access to basic public facilities like water, electricity, and healthcare?
3. Explain the role of private companies in providing public facilities. Should the government regulate them?
4. What are some challenges faced by people in accessing clean water, especially in urban areas like Chennai, Mumbai, Kolkata, and New Delhi?
5. How does the government generate funds for public facilities, and why is taxation important in this process?
6. Discuss the importance of public facilities in a country like India. How does the government ensure their availability, and what challenges exist in their distribution?

(ii) Law and Social Justice

(a) Pedagogical approaches that you may like to consider for promoting students participation

- Case studies or newspaper clippings can be provided to learners as an example of the negligence in enforcement of the laws and compensation.
- Group discussion on role of Government in regulating economic activities, for example, analysing the reasons of 'Bhopal Gas Tragedy'.
- Comparative study of labour laws, where students research and compare India's labour laws with those of developed countries, discussing why multinational companies set up factories in developing nations.
- Discussion on the Right to Life (Article 21) and its connection to workplace safety, fair wages, and environmental protection.

(b) Activities

Teachers may plan these activities with students individually, with peers or in a mixed group setting

- **Case Study Analysis:** Provide students with real-life examples like the Bhopal Gas Tragedy or employment of child labour cases and have them analyse the causes, impact, and government response.
- **Role-Playing Government and Corporations:** Divide students into groups representing workers, company owners, government officials, and activists to simulate discussions on labour laws, safety, and fair wages.
- **Field Visit to a Local Factory:** Organise a visit to a factory to observe worker's conditions and understand law enforcement in practice.
- **Survey on Worker Conditions:** Have students interview local workers (workers employed in shops, construction workers, and factory workers) about their wages and working conditions to understand real-life challenges.
- **Poster Making on Social Justice Laws:** Students can create posters or infographics on topics like child labour laws, minimum wages, environmental protection, and safety.

(c) Assessment

Section A: Quiz

1. Why are worker laws necessary?
 - (a) To ensure fair wages and safe working conditions
 - (b) To allow companies to decide their own worker policies
 - (c) To increase competition among workers
 - (d) To encourage child worker in industries
2. What was the main cause of the Bhopal Gas Tragedy?
 - (a) A natural disaster
 - (b) A chemical leak due to poor safety measures
 - (c) A workers' protest
 - (d) A government shutdown
3. Which Fundamental Right is linked to workplace safety and fair wages?
 - (a) Right to Freedom
 - (b) Right to Equality
 - (c) Right to Life (Article 21)
 - (d) Right to Education

Section B: Questions for Discussion

1. Why is the enforcement of labour laws important for workers' rights?
2. How did the Bhopal Gas Tragedy highlight the need for stronger environmental laws?
3. Why are minimum wages necessary, and who is responsible for fixing minimum wages in India?
4. What are some key worker laws in India that protect workers from exploitation?
5. What role does the government play in protecting workers from exploitation by employers?
6. Why is law enforcement important in preventing exploitation in workplaces? Discuss the role of the government in regulating industries, ensuring fair wages, workplace safety, and environmental protection. Give examples to support your answer.

Answer Key

Theme A

Topic: India: Agriculture and Soils

1. (b); 2. (a); 3. (c)

Topic: Human Resources

1. (c); 2. (c); 3 (c)

Theme B

Topic: Survey of Local Historical Places

1. (a); 2. (c); 3. (a)

Theme C

Topic: Types of Government (Monarchy, Dictatorship, Oligarchy, Theocracy, and Democracy)

Section A: Match the following

1. (d); 2. (e); 3. (a); 4. (b); 5.(c)

Section B: Fill in the Blanks

1. vote; 2. Monarchy

Topic: Introduction to Constitution of India (Brief Overview of Constitution making Preamble, Fundamental Rights and Duties)

Section A: Match the following real-life scenarios to Fundamental Rights:

1. (c); 2. (a); 3. (d); 4. (b)

Section B: Fill in the blanks

1. supreme; 2. Constituent; 3. 1950

Topic: Central and Federal Structure of Government

Section A: Fill in the blanks.

1. unitary/central; 2. federal

Theme D

Topic: Role of Government in Providing Public Facility

Section A: Quiz

1. (c); 2. (b); 3. (c)

Topic: Law and Social Justice

Section A: Quiz

1. (a); 2. (b); 3. (c)



विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING