

## Common Syllabus 2009

### Social Science

### Classes III to V

#### Opening Note:

The aim of the Draft Curriculum for Classes III to V is to build consonance and continuity with Classes VI to X, in the basic pedagogic principles of the learning of the Social Sciences, and in terms of the gradient of evolution, keeping as basis, the growing mind of the child. As such, therefore, there is a redrafting of governing considerations in the formation of the syllabus, to suit the requirements of a younger age group. The attempt has been to evolve the content in growing concentric circles.

#### **1. To help a child experience herself - as part of the history of her life, in the geographical space she occupies, with a social implication to how she lives it**

Time line [Family Tree], My History in my Geography: My community and occupation; Landmarks in My Neighbourhood, Drawing out the 4 directions, and my own orientation, extending to mapping the area and then the state in the country

#### **2. To help children understand that history is not just facts, but life as it was lived**

- Structures of Governance
  - The life of the common person
  - Archaeology Monuments Heritage Religion
  - Movements
  - Public amenities
  - Literature
1. Geography- maps could be introduced through plotting and symbols could be introduced through what needs to be explained/ common in maps, and diagrammatic representation. Mapping could be done from my village, district, state and country in this order.

#### **3. To help children understand that history may be changed / rewritten – with an understanding of impacts and implications**

- Modes of transport
- Physical boundaries
- Landscapes
- Community frameworks, and Lifestyles
- Governance
- Civic rights and responsibilities

#### **4. To help children connect to the physical world that makes their social and psychological, and economical and political world possible**

- Culture
- Seasons
- Rainfall
- Occupations
- Community life
- Changes in the environment; Human interaction with the environment.
- Global and local governance systems; that affect the physical world, and the quantity and quality of natural resources.
- Different landmarks: landmarks for a traveller, landmarks for a period, landmarks for study.

#### **5. To help children understand the earth as a phenomenon**

- The environment of the child – earth, air, water
- Wildlife and habitat
- Landscapes – a beginning - plateaus, mountains, plains, the nature of the soil, vegetation, agriculture, human interaction with landscape

#### **6. To help children feel responsible as citizens and empowered as people**

- Systems around the child – Rights and responsibilities, (human, child), democracy
- the protection of common spaces, and public properties,
- The protection of species
- The protection of the environment
- The protection of the rights of other citizens.
- Protecting oneself and one's world
- Community helpers, their role in the society and why we need them.

#### **7. Help children understand about the resources and functioning of local state and national bodies**

- Administration
- Services
- Revenue
- List would include things in a connected way so that it is easily relatable.

#### **8. Help children understand about the role and impact of power to act**

- Changes caused to lifestyle, village, city, district, state, country, and world by human habitation on this planet.
- Community aspect of festivals and other contexts of celebration, would give scope to explore togetherness, tradition and relationships in a larger social framework.

**9. Helping children realize that individual initiatives, and larger changes in the world have also come because of strong passions and a larger vision**

- Freedom struggle in India
- The struggle to discover, to create, to invent
- People who make a difference – not necessarily famous
- Systems that protect justice

**10. Evolving national scope and boundary**

- Understanding natural and manmade disasters
- Resources → natural; man-made → technologies → electronics; agriculture
- Facilities → lifestyles, jobs, choices

\*Caution: All overlapping areas are to be seen as Preparation and Introduction, and an aid to facilitating a rich classroom atmosphere.

## Class - III

Sl. No.	Competency	Content	Learning Outcomes
1.	Knowledge of Social behaviour – In my Home, In my School; In My Village/Area	My family, my neighbours, my school <i>People at Home: What is a family? Relationship in a family; What is neighbourhood? Different neighbourhoods, rights and responsibilities in common places, What is school?</i> Pupil at School: HM, Teachers, NMS, Other helpers & their Roles. Safe & Responsible use of Environment, Classroom, and Table manners, Waste disposal Using the toilet ,Punctuality, Courtesy	<ul style="list-style-type: none"> <li>• To make the child understand his/her role and accommodate in a get together and in family.</li> <li>• To learn to work and play collaboratively growing sensitive to the dwelling environment, and the people I associate with.</li> </ul>
2.	Knowing the route from Home to School	Mapping my route to school. - Shops/other landmarks and people I meet. - Light and shade - Left and right - Pavement / paths - Accompanying people	<ul style="list-style-type: none"> <li>• To be aware of how I come to school, and the sights I see on my route. The weather, trees, pavements, railway crossings, people who accompany me, people I can trust.</li> <li>• To gain self dependence, in case emergence to reach the school himself/herself</li> <li>• To trace and observe changes in routine basis.</li> <li>• To understand the basics of mapping.</li> </ul>
3.	Knowing the basic directions; relating the sun.	<ul style="list-style-type: none"> <li>• To experientially and graphically understand the four main directions.</li> <li>• To have a clear orientation to Left and Right, relating the directions.</li> <li>• Improvise some simple sketching activity.</li> </ul>	<ul style="list-style-type: none"> <li>• To distinguish the four basic directions.</li> <li>• To comprehend the geographical importance of directions.</li> <li>• Relating the linkage between the position of sun, direction and shadow.</li> </ul>

Sl. No.	Competency	Content	Learning Outcomes
4.	Knowing Traffic Rules – Road safety-Norms	<ul style="list-style-type: none"> <li>• To be safe on the roads.</li> <li>• observing the traffic rules.</li> <li>• To be safe while boarding and alighting from the vehicles. safe pedalling to school; Knowing the important signs.</li> </ul>	<ul style="list-style-type: none"> <li>• To inculcate a sense of safety and secured travel on the road.</li> </ul>
5.	Learning about Public Services; Community helpers Understanding and respecting basic services & people who do them; Diversity in skills and occupations	<ul style="list-style-type: none"> <li>• Public &amp; Community services</li> <li>• Post office, Bank, Police Station, Ration Shop, PHC or nearest Public Hospital, Water Tank and other water services; , Electricity Board; people who function to keep my area/locality clean and safe</li> </ul>	<ul style="list-style-type: none"> <li>• To know the services available and who serve.</li> <li>• To understand how different occupations contribute to a community, and appreciate the skills involved.</li> </ul>
6.	Going on a trip. Learning through trips. Modes and uses of various kinds of transport	<ul style="list-style-type: none"> <li>• Kinds of Transport</li> <li>• To know the important places to visit in one's area</li> </ul>	<ul style="list-style-type: none"> <li>• To know about modes of travel</li> <li>• Mode of transport in different areas.</li> <li>• To learn the value of trips and travel</li> </ul>
7.	Knowledge & source of food, types of land and food grains that grow.	<ul style="list-style-type: none"> <li>• Where food is cultivated; links between what we eat, types of food grain and different land types; relating between history, culture and food basics of healthy food..</li> </ul>	<ul style="list-style-type: none"> <li>• Various types of food available in different season, festivals and geographical region.</li> <li>• Method of cultivation of different edibles</li> <li>• Our food habits and its linkage to culture and history.</li> </ul>

8.	My District My Taluk, my Block, my Village, Physical features and life of people.	<ul style="list-style-type: none"> <li>• Understanding pupil's local District – Looking at and Plotting hills, rivers, lakes, important touring places etc., in a District map.</li> <li>• To understand the culture of the people.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and grow familiar with one's own district and features.</li> </ul>
9.	Physical features & life of Tamilnadu The life background of the district.	<ul style="list-style-type: none"> <li>• Physical features of Tamil Nadu. It's background- Flora &amp; Fauna linking the life with the geo-physical features of the state.</li> </ul>	<ul style="list-style-type: none"> <li>• To make aware of the geo physical features of the state</li> <li>• To relate the features with the flourish of flora and fauna</li> <li>• To trace the influence of the life</li> </ul>
10.	Getting acquainted with birds in Tamilnadu	<ul style="list-style-type: none"> <li>• Learning about and appreciating different common birds across Tamilnadu; becoming sensitive to their life understanding the importance of birds.</li> </ul>	<ul style="list-style-type: none"> <li>• To observe various birds in the locality;</li> <li>• To identify different species.</li> <li>• To know their life</li> <li>• To understand the very important role birds play.</li> <li>• To appreciate the geographical diversity of Tamilnadu.</li> <li>• To cater the needs of bird.</li> </ul>

## Class – IV

## Integrated Competency, Content and Learning Outcomes for Geography, Civics, and History

Sl. No.	Competency	Content	Learning Outcomes
1.	Celestial bodies	Description of Planets- sun satellite -stars asteroids, meteoroids, comets.	Understanding the different celestial bodies (planets and stars) and their characteristics.
2.	Changes around me : Nature Seasons, day and night, moon – eclipse, weather, seasons	Understanding Earth’s rhythms – seasons, day, night, weather, moon – through simple explanations.	Understanding and respecting the earth’s rhythmic phenomenon. Tracing the results of the different movements and related effects.
3	What does the earth give us? What can we do, to preserve it? Water: sources, basic uses, pollutions, Simple conservation. Soil: Agriculture: pollution - preserving fertility. Forest: The importance of trees Air: Keeping air free from pollution.	Dealing with basic Geography, and simple principles of conservation : air, water and soil – exploring concepts in each area, and evolving the earth as a resource.	To Create consciousness about earth and how it nurtures life, through the practices of day to day living. Imbibing sense of judicious use of the resources consciousness about the misuse and abuse. To know the importance of soil, air, and water.
4	Getting acquainted with animals - birds in Tamilnadu	Sanctuaries	To save birds and animals To know about sanctuaries
5.	How India became free : a story	Simple facts about the Indian freedom struggle, narrated as a child’s story: the birth of India a nation	To understand the preciousness of freedom as a citizen of India. To realise the sacrifice Martyrdom of the freedom fighters
6.	My Country - physical and	Physical features of India.	Basic knowledge of India as a nation.

	political features - National symbols.	The basic facts about India, its states and Union Territories. National symbols.	Able to identify India, and spot physical features and political divisions in a map/atlas. To recognise National symbols.
7.	Individuals tell their story - Lifestyles, events, anecdotes	Stories told by a Toda girl, a farmer in Thanjavur , an imigrant coolie story, a roadside fast food shop owner's story	To enumerate the linkage between History and geography. To Understand the different lifestyles of peoples living in different places in relation to their
8.	Scientific Advancements and inventions in narrative and story telling few useful inventions and their impacts on human life. Few famous inventors	Learning about scientific and technical advancements through a famous inventor – JC Bose and one simple Experiment invention which changed the course of human history like Fire, wheel and plough.	To learn by tracing the life of scientists. To verify the experiments To develop scientific temperament
9.	My Rights and Duties: As a citizen; as a child-	Listing a few important constitutional rights and duties: also what a child is entitled to – basic rights	To identify and grow familiar with one's rights and duties, both as a citizen and as a child.
10.	Common festivals related to sun, moon and seasonal contexts, different socio, economic, occupational backings. Different festivals and their cultural connotations.	Worshiping the mother Earth, rainfall – pongal, Deepavali, Dasara, Raksha Bandhan, Holi, melas & carnivals of festivals. Bhuddha poornima, national, spiritual, domestic, cultural festivals	Children are able to understand the rationale behind the festivals, diversity of cultures and commonality of celebrations. Meaning behind the celebrations. To appreciate the development of good relationships by celebrating the festivals. To cultivate societal interpersonal values.

Sl. No.	Competency	Content	Learning Outcomes
11.	Safety: precautions I must observe	Physical Safety : Fire, electrical equipment, road, water, Simple First Aid and safety : Simple activities	Constructing the practical knowledge of safety and responsible behaviour.
12.	My state TamilNadu - physical and political features. - state Symbols	The basic physical and political facts about Tamilnadu Interesting facts about state symbols.	Tamil Nadu a state in India its uniqueness and significance. To recognise state symbols.
13.	Tamilnadu Folk arts	An explorative journey into music, dance, through people.	To understand and appreciate the rich heritage of culture in TamilNadu.
14.	Tamilnadu crafts	Textiles, handicrafts and arte facts –Kanchipuram, weavers, Mammallapuram sculptors	

## Class V

## Integrated Competency, Content and Learning Outcomes for Geography, Civics, and History

Sl. No	Competency	Content	Learning Outcomes
1.	Ancient Kings and Kingdoms of TamilNadu – Sangam Age.	Sangam Age, Cheras, Cholas & Pandyas – Important Kings – Karikalan <ul style="list-style-type: none"> <li>• Nedunchezhiyan II</li> <li>• Cheran Chenguttuvan, Kadiezhuvallalgal</li> <li>• Life during Sangam Age.</li> </ul>	To know about Ancient Kings and Kingdoms of the Sangam Age in TamilNadu. To understand the glory of the Sangam age and its rich cultural heritage.
2.	Travel- Famous Travellers	Some famous travellers – (a brief account) Eg: Fa-Hein, Hieun Tsang, Vasco da Gama, etc.	1. To learn about some famous travellers down the ages.
3.	Our Planet The geography of our Planet, Land forms, water bodies, Globe and Maps	Details about the Earth. – Physical features and their formation. - Globe and maps	1. To understand the basic features of the Earth. 2. To know how to use the globe and the atlas.
4.	Natural Resources of India – Soil	Types of Soil, Uses of Soil, Protection of Soil.	1. To learn about various types of soil, uses and conservation of soil.

Sl.No	Competency	Content	Learning Outcomes
5.	Vegetation in India	Types of forests, uses & conservation	To know the different types of forests found in India, the various kinds of trees found in them, their uses and conservation, afforestation.
6.	Minerals of India	Minerals that are found in India and the Regions of their occurrence, the uses of minerals and their Conservation.	To learn about the different minerals found in India, and the regions they are found in, uses of minerals and their conservation.
7.	Space Research - Kalpana Chawla - Sunitha Williams	Ancient and Modern Space Research, History of Space Research in India. Achievements of Kalpana Chawla & Sunitha Williams as Space Travellers	1. To learn briefly about Space Research & India's place in Space Research. 2. To know about the achievements of Kalpana Chawla and Sunitha Williams.
8.	Structure of Government in India <ul style="list-style-type: none"> <li>• Central</li> <li>• State</li> <li>• Union Territories</li> <li>• Judiciary- An introduction</li> <li>• India, its neighbouring countries</li> </ul>	Brief account of Government structure in India <ul style="list-style-type: none"> <li>• Central Government (President, Prime Minister, Lok Sabha, Rajya Sabha)</li> <li>• State Government (Governor, Chief Minister, Legislature)</li> <li>• Union Territories, Judiciary- an introduction</li> </ul>	<ul style="list-style-type: none"> <li>• To become aware of the formation of Government and the different functions of Parliament and Legislature – Judiciary</li> </ul>

Sl.No	Competency	Content	Learning Outcomes
9.	Local bodies and Public Properties	Local Self – Government <ul style="list-style-type: none"> <li>• Panchayat Raj</li> <li>• Village panchayat</li> <li>• Gram Sabha</li> <li>• Gram Panchayat</li> <li>• Protecting Public Property</li> </ul>	<ol style="list-style-type: none"> <li>1. To learn the structure of local self Government</li> <li>2. setup of local bodies</li> <li>3. To learn about protection of Public Property.</li> </ol>
10.	Knowing Traffic Rules – Road safety-Norms	To be safe on the roads. observing the traffic rules. To be safe while boarding and alighting from the vehicles. safe pedalling to school; Knowing the important signs.	To inculcate a sense of safety and secured travel on the road.
11.	Forts of Tamil Nadu	Accounts on the four major forts of Tamil Nadu 1. Gingee Fort 2. Vellore Fort 3. Fort St. George 4. Tarangambadi Fort	<ul style="list-style-type: none"> <li>• To learn about the four forts of Tamil Nadu their History and salient features</li> <li>• To understand their importance in the history of Tamil Nadu</li> </ul>
12.	Musical Instruments (ancient and modern)	<u>Kinds of musical Instruments</u> wind, string, percussion <u>Ancient Instruments</u> Yazh, Parai, Kuzhal, Melam. Nadaswaram, Thavil, Veena Mirudangam and Violin <u>Modern Instruments</u> Drum, band, trumpet, piano, saxophone, fiddle. Important exponents – Names.	<p>To know the history and structure of ancient and modern musical instruments.</p> <p>To trace the significance of each musical instrument.</p> <p>To develop an interest in Music and Fine Arts.</p> <p>To know the names of important exponents</p>

## CLASS – VI

History	Geography	Civics	Economics
<p><b>Unit 1</b> <b>Pre-historic Period</b> Hunting, gatherers, living together, villages, agriculture, (Neo-lithic culture) sites in India and in Tamil Nadu specifically – Adhichanallur, Thiruvallur and Thandikudi</p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• To know and understand the life of primitive people</li> <li>• To acquaint with the environment and geography of the period</li> <li>• To understand groups, communities and skills and their knowledge.</li> <li>• To learn about tools found in India, habitation of ancient man, using evidences to understand their tools, paintings and skeletal remains.</li> </ul> <p style="text-align: right;"><b>20- Periods</b></p>	<p><b>Unit 1</b> <b>Earth and Solar System</b> Structure of Solar System – Sun Planets – Size – Orbits – Composition 7 planets – Unique position of Earth in the Solar System.</p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• To know that the Earth is a unique planet</li> <li>• To understand that the earth is a living planet in the solar system</li> <li>• To know that planets are at different orbits and they revolve around the sun</li> </ul> <p style="text-align: right;"><b>20- Periods</b></p>	<p><b>Unit 1</b> <b>Family and Society</b> Society – Family – interdependence, Social diversity – multiple facets discrimination and difference</p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• To understand the interdependence of individual– family – society and school</li> <li>• To know the differences and diversities multiplicity</li> <li>• To understand that the diversity is not weakness and it works for strength</li> <li>• To realise the strength of unity in the multiplicity, difference and variety.</li> </ul> <p style="text-align: right;"><b>6-Periods</b></p>	<p><b>Unit 1</b> <b>Economics</b> Consumption – Production – Distribution</p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• To understand the economic aspects of daytoday life</li> <li>• To understand how food is produced, distributed and how it is consumed at home</li> <li>• To understand how these activities happen in a market economy</li> </ul> <p style="text-align: right;"><b>7- Periods</b></p>

<b>History</b>	<b>Geography</b>	<b>Civics</b>	<b>Economics</b>
<p><b>Unit 2</b> <b>Indus Valley Civilization</b> Harapan Civilization and its Dravidian Features</p> <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>To understand the concept of chalcolithic Period</li> <li>To know the town planning, drainage system, hygiene, prominent buildings religion, seals, language, script and other features of life</li> <li>To understand the concept of Indus valley civilization</li> </ul> <p style="text-align: right;"><b>15- Periods</b></p>	<p><b>Unit 2</b> <b>Earth - Day and Night</b> Change of Seasons – Earth – size, shape – revolution, rotation – day and night – Differences in time – seasons – How do they occur? How they affect our daily life?</p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>To understand the concepts – size of the earth, shape, tilted axis elliptical orbit</li> <li>To know the causes for the occurrence of day and night</li> <li>To find out the causes for the change of seasons</li> <li>To know our interdependence on seasons</li> </ul> <p style="text-align: right;"><b>20- Periods</b></p>	<p><b>Unit 2</b> <b>Community and School</b> Understanding that school as one of the social institutions</p> <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>The School – to fulfil the expectations of the society School as a place for cultivating social development</li> <li>To be aware of the regularities, norms and disciplines of (school)life</li> <li>To know the social objectives of the school</li> </ul> <p style="text-align: right;"><b>9- Periods</b></p>	
<p><b>Unit 3</b> <b>Ancient Land of Thamizhagam</b> Pre-historic Land of Tamils, the Lemurian Continent, First, Middle and Third sangam of Tamil – Historic Period in Tamizhagam – Cheras, Cholas and Pandiyas</p>	<p><b>Unit 3</b> <b>Earth – Where we live</b> Surface of the Earth – Land, Water, Air, Plants, Animals and Human beings – Biosphere – Atmosphere, Hydrosphere – Lithosphere</p> <p><b>Learning Outcomes</b></p>	<p><b>Unit 3</b> <b>Rural and Urban Areas</b> Life in Rural and Urban areas – The different between the both – ways and means and measures to reduce the gap between them.</p> <p><b>Learning Outcomes</b></p>	

<b>History</b>	<b>Geography</b>	<b>Civics</b>	<b>Economics</b>
<p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>To understand the antiquity of the pre-historic Tamil Land</li> <li>To be aware of the three sangams prevailed</li> <li>The bravery – philanthropy and administration of the Cheras, Cholas and Pandiya Kings</li> </ul> <p style="text-align: right;"><b>15- Periods</b></p>	<ul style="list-style-type: none"> <li>To know that the earth consists of human beings, other living things, water, land and air</li> <li>To mark continents, oceans, seas, islands, straits, Isthmus and major rivers in the world map</li> </ul> <p style="text-align: right;"><b>17- Periods</b></p>	<ul style="list-style-type: none"> <li>To understand the different between the rural and urban people and life</li> <li>To understand the difference between the two in respect of economy, structure, facilities, habits-society, education, labour etc., and to understand the gap between rural and urban</li> </ul> <p style="text-align: right;"><b>7- Periods</b></p>	
<p><b>Unit 4</b> <b>Vedic Period</b> Early vedic period – Later vedic period – political, social life of the people – food – dress – ornaments, religion – status of women – education etc.</p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>To understand the concept of vedic age</li> <li>To be aware of the life of the people of the vedic period</li> </ul>	<p><b>Unit 4</b> <b>Globe and Maps</b> <b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>To be familiar with the shape of earth</li> <li>To identify the fundamental signs and symbols for ‘map reading’</li> <li>To know the types and uses of maps</li> <li>To understand the globe and the imaginary lines drawn across the globe</li> </ul>	<p><b>Unit 4</b> <b>Democracy</b> Clarifying the concepts – Salient features of democracy. The distinction between monarchy and democracy.</p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>To know what is a Government</li> <li>To understand the difference between monarchy and republic</li> <li>To understand the philosophy of democracy</li> </ul>	

History	Geography	Civics	Economics
11- Periods	21- Periods	<ul style="list-style-type: none"> <li>Important aspects of Indian Democracy</li> </ul> 6- Periods	
<p><b>Unit 5</b>  <b>Jainism and Buddhism</b>            Rise of Jainism and Buddhism. The causes for the rise. The teachings of Lord Buddha and Lord Mahavira</p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>To understand the causes for the rise of the Buddhism and Jainism</li> <li>To know the life of Buddha and Mahavira</li> <li>To be aware of the contribution of the two religions for art, architecture etc</li> </ul> 11- Periods		<p><b>Unit 5</b>  <b>The Local Government</b>            The need for the local self Government. Panchayat Raj – Local Bodies - (Municipalities, Corporations, District Administration – Village Administration – related aspects – functions)</p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>To understand the meaning of Local Self Government</li> <li>To realise the need for Local Self Government</li> <li>To understand the structure and functions of Local Bodies</li> <li>To be familiarise with the Village Panchayat, Block Panchayat – District Panchayat – Town Panchayats, Municipalities</li> </ul> 9- Periods	

History	Geography	Civics	Economics
<p><b>Unit 6</b> <b>Rise of Empires</b> Mahajanapadas, The Mauryan Empire, Chandra Gupta Maurya – Ashoka – The administration – Inscriptions of Ashoka</p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• To be aware of the social life of the people under different kings</li> <li>• To note the location, extension of boundaries of different kingdoms</li> <li>• To know the polity, expansion, role and contribution - art, literature and architecture</li> <li>• Historicity and Significance for the rulers of the period</li> </ul> <p><b>Unit 7</b> <b>Kushana Empire</b> Kanishka – Contribution and relevance – Gupta Empire – Chandra Gupta I, Harsha Empire – Role and Contribution</p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• To know about the Kushanas</li> <li>• To understand the administration of Kanishka</li> <li>• To appreciate golden period of Gupta</li> <li>• To know the administration of Harsha</li> </ul> <p style="text-align: right;"><b>11- Periods</b></p>		<p><b>Unit 6</b> <b>Democracy, Human Development and Women Empowerment</b></p> <p>All citizens in a democratic country have equal rights – Women power – The capable and Noble Women Dr. Muthulakshmi</p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• To understand the meaning of gender disparity and social equality and social justice</li> <li>• To understand the concept of empowerment</li> <li>• To know the equality of opportunity</li> <li>• To be aware of the Intellectuals</li> </ul> <p style="text-align: right;"><b>10- Periods</b></p>	<b>17</b>

## CLASS VII

History	Geography	Civics	Economics
<p><b>Unit 1</b> <b>NORTH INDIAN KINGDOMS:</b> The Rajputs, Prathikaras, Palas, Tomars Chauhans and Others.</p> <p style="text-align: right;"><b>10 - Periods</b></p>	<p><b>Unit 1</b> The Earth-Its Structure and Tectonic movements. Origin of Earth, formation of continents and oceans Internal process of Earth, Plate tectonic Earthquake and Volcanoes</p> <p style="text-align: right;"><b>14 periods</b></p>	<p><b>Unit 1</b> <b>Our Nation</b>  Location, political Administration and national symbols</p> <p style="text-align: right;"><b>9 periods</b></p>	<p><b>Unit 1</b>  Factors of production - Land - Labour-Division of Labour- Capital-Organization-Different Sectors of the Economy- Primary sector-Secondary sector - Tertiary sector and their contribution to the development of the country.</p> <p style="text-align: right;"><b>13 periods</b></p>
<p><b>Unit 2</b> <b>THE KINGDOM OF THE DECCAN</b> Chalukyas-Rastrakutas-Hoysalas-Kakatiyas and Yadavas</p> <p style="text-align: right;"><b>10 - Periods</b></p>	<p><b>Unit 2</b> Changing the face of the lithosphere, Weathering Process. Shaping of Earth by Natural agents rivers, wind waves and glaciers.</p> <p style="text-align: right;"><b>14 periods</b></p>	<p><b>Unit 2</b> <b>INDIAN CONSTITUTION</b>  Salient Features</p> <p style="text-align: right;"><b>7 periods</b></p>	
<p><b>Unit 3</b> <b>SOUTH INDIAN KINGDOMS:</b> Pallavas-Imperial Cholas and the Pandyas</p> <p style="text-align: right;"><b>19 - Periods</b></p>	<p><b>Unit 3</b> <b>Weather and Climate</b> Factors determining weather and climate Components of the Atmosphere-layers of the Atmosphere Weather elements temperature, Pressure, Winds, Rainfall, Clouds, Lightening and Thunderstorms</p> <p style="text-align: right;"><b>24 periods</b></p>	<p><b>Unit 3</b> <b>POLITICAL PARTIES</b> Functions, Structures Types – Regional and National parties</p> <p style="text-align: right;"><b>5 periods</b></p>	

<p><b>Unit 4</b> <b>ARAB &amp; TURKISH INVASIONS:</b> Muhammad bin Qasim-Muhammad of Ghazni and Muhammad of Ghori</p> <p style="text-align: right;"><b>8 Periods</b></p>	<p><b>Unit 4</b> Disaster and Disaster Management Natural Disasters , Volcanoes, Earthquakes, Land slides, Cyclone, Floods, Droughts, Tornadoes and Tsunami</p> <p style="text-align: right;"><b>14periods</b></p>	<p><b>Unit 4</b> United Nations Organization- Objectives – Organs - Funtions</p> <p style="text-align: right;"><b>7 periods</b></p>	
<p><b>Unit 5</b> <b>SULTANATE OF DELHI</b> Mamaluk, ,Khilji, Tughluq, Syed and Lodi</p> <p style="text-align: right;"><b>22 Periods</b></p>	<p><b>Unit – 5</b> An Introduction to Oceanography The Major oceans – Topography of the ocean floor, Hydrological cycle, Salinity, Temperature, waves, ocean currents and tides.</p> <p style="text-align: right;"><b>9periods</b></p>	<p><b>Unit 5</b> Legislations and Welfare schemes for Children and Women</p> <p style="text-align: right;"><b>7 periods</b></p>	
<p><b>Unit 6</b> <b>THE VIJAYA NAGAR AND BHAMINI KINGDOMS</b></p> <p style="text-align: right;"><b>10 Periods</b></p>			
<p><b>Unit 7</b> <b>BHAKTI &amp; SUFI MOVEMENT</b></p> <p style="text-align: right;"><b>8 Periods</b></p>			

## CLASS VIII

History	Geography	Civics	Economics
<p><b>Unit 1</b></p> <p><b>The Great Mughals</b>-Conditions of India on the eve of Babur’s invasion- Babur-Humayun-Sur-Dynasty-Shershah Sur-Akbar-Jahangir-Shajahan-Aurangazeb-Administration-Art and Architecture-Causes for the decline of the Mughals.</p> <p style="text-align: right;"><b>21 - Periods</b></p>	<p><b>Unit 1</b></p> <p><b>Resources</b>-Resources and their types-Resources and Human Activity</p> <p style="text-align: right;"><b>14 periods</b></p>	<p><b>Unit 1</b></p> <p><b>National Integration</b>-Unity in diversity-Factors promoting national integration-Factors affecting national integration.</p> <p style="text-align: right;"><b>7 periods</b></p>	<p><b>Unit 1</b></p> <p><b>Money, savings and investment:</b></p> <p>Barter system – Medium of exchange – Definition of money – value of money – Nature of money, Functions of money – Economic significance of money – importance of money – savings and investment</p> <p style="text-align: right;"><b>5 periods</b></p>
<p><b>Unit 2</b></p> <p><b>Rise of the Marathas</b>-Shivaji-Administration -Successors-Peshwa rule-Nadir shah-Ahmad shah Abdali invasions-Third Battle of Panipat.</p> <p style="text-align: right;"><b>10 - Periods</b></p>	<p><b>Unit 2</b></p> <p><b>Primary Activity</b>-Types of Primary Activities- Gathering, Hunting and Fishing-Mining-Classification of minerals</p> <p style="text-align: right;"><b>12 periods</b></p>	<p><b>Unit 2</b></p> <p><b>Socio-Economic problems</b>-Illiteracy-Child labour-Unemployment-Poverty-Population explosion.</p> <p style="text-align: right;"><b>7 periods</b></p>	

<p><b>Unit 3</b>  <b>Advent of the Europeans</b>-Portuguese-Dutch-English-Danish-French-Conflict between the English and the French-Causes for the Success of the British.</p> <p style="text-align: right;"><b>7 Periods</b></p> <p><b>Unit 4</b>  <b>Anglo-French Struggle</b> – the first carnatic war – second carnatic war third carnatic war the first anglo – Mysore war</p> <p style="text-align: right;"><b>10 – periods</b></p> <p><b>Unit 5</b>  <b>Rule of the English East India company- Establishment of the British rule in India from 1773 to 1857</b>Warren Hastings-Reforms-Impeachment-Lord Cornwallis-Reforms-Permanent Revenue Settlement-Lord Wellesley-Subsidiary Alliance-Marquees of Hastings-Lord William Bentinck-Reforms-Lord Dalhousie-Doctrine of Lapse-Reforms-Revolt of 1857-Causes and Effects.</p> <p style="text-align: right;"><b>35 - Periods</b></p>	<p><b>Unit 3</b>  <b>Primary Activity-Agriculture-</b>  Agriculture and Crops-Factors  Determining Agriculture</p> <p style="text-align: right;"><b>15 periods</b></p> <p><b>Unit 4</b>  <b>Secondary Activity-Industries-</b>  Classification of Industries-Factors  Determining Development of Industries.</p> <p style="text-align: right;"><b>14 periods</b></p> <p><b>Unit 5</b>  <b>Tertiary Activity-Transport, Trade-</b>  Transport-Trade-Other Services</p> <p style="text-align: right;"><b>9 periods</b></p>	<p><b>Unit 3</b>  <b>Human Rights and the UNO-</b>  Human Rights Declaration-  Women’s Rights-Child Rights-  National Human Rights  Commission-State Human Rights  Commission.</p> <p style="text-align: right;"><b>7 periods</b></p> <p><b>Unit 4</b>  Road Safety – Rules and  Regulations</p> <p style="text-align: right;"><b>7 periods</b></p>	
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<p><b>Unit 6</b></p> <p><b>The Nayak Rule 1773 to 1857 in Tamill Country</b></p> <p>The Nayaks rule in Tamil country Nayaks of Madurai-Vishwantha Nayak-Thuramalai Nayak-Rani Mangammal and Meenakshi, the Nayaks of Thanjavur and Senji-Nayak's Contribution to Art and Architecture- The Marathas of Tanjore-Poligars Revolt-South Indian Rebellion-</p> <p style="text-align: right;"><b>14 periods</b></p> <p><b>Unit 7</b></p> <p>Vellore mutiny</p> <p style="text-align: right;"><b>5 periods</b></p>	<p><b>Unit 6</b></p> <p><b>Population and Resource</b>-Population Growth and Distribution-Population Growth and Resource Depletion-Resources and Space Technology</p> <p style="text-align: right;"><b>12 periods</b></p>		
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## CLASS IX

History	Geography	Civics	Economics
<p><b>Unit 1</b></p> <p><b>River Valley civilizations:</b>  a) Egypt-Mesopotamia-China  b) Greek and Roman Civilizations.</p> <p><b>Learning outcome :</b></p> <ul style="list-style-type: none"> <li>To explain the impact of geographical features on the origin and growth of civilizations.</li> <li>To compare the socio, religious, political, economic and cultural features of ancient civilizations.</li> </ul> <p style="text-align: right;"><b>12 Periods</b></p>	<p><b>Unit 1</b></p> <p><b>Tamilnadu:</b> Geographical location and administrative Divisions.</p> <p>Physiography.</p> <p>Climate and vegetation</p> <p style="text-align: right;"><b>20 Periods</b></p>	<p><b>Unit 1</b></p> <p><b>Unit 1</b>  <b>Union (central)</b>  <b>government legislature –</b>  <b>Executive</b></p> <p><b>Learning outcome :</b></p> <ul style="list-style-type: none"> <li>To know the powers of Lokshaba (house of people) and elections to, and tenure and responsibilities of lokshaba.</li> <li>To understand the formation and rights of council of states (Rajyasabha).</li> <li>Union government-cabinet-Prime Ministers special responsibilities.</li> </ul> <p style="text-align: right;"><b>13 Periods</b></p>	<p><b>Unit 1</b></p> <p><b>Demand, supply and equilibrium between demand and supply</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To understand law of demand and law of supply.</li> <li>To understand the fixation of equilibrium price.</li> <li>Short period changes in market price and the reasons for such changes.</li> </ol> <p style="text-align: right;"><b>6 Periods</b></p>

History	Geography	Civics	Economics
<p><b>Unit 2</b></p> <p><b>Awakening movements of 6<sup>th</sup> century</b></p> <p><b>B.C-Buddhism-Jainism- Confucianism - Zoroastrianism –Judaism</b></p> <p><b>Learning outcome :</b></p> <ul style="list-style-type: none"> <li>To explain the philosophies against superstitions-rituals-polytheism-inequality-moral degradation and to know their organisations and impact.</li> </ul> <p style="text-align: right;"><b>12 Periods</b></p> <p><b>Unit 3</b></p> <p><b>Medieval Age:</b> Fall of Roman Empire rise of feudalism-medieval towns, universities contact between Christian Europe and Islamic Asia – crusades – their impact</p> <p><b>Learning outcome :</b></p> <ul style="list-style-type: none"> <li>To explain the meaning and impact of</li> </ul>	<p><b>Unit 2</b></p> <p><b>Resources of Tamilnadu</b></p> <p>Land Resources-water Resources-animal Resources-Mineral Resources-Energy Resources</p> <p style="text-align: right;"><b>12 Periods</b></p> <p><b>Unit 3</b></p> <p><b>Agriculture- Industries in Tamil nadu</b></p> <p>Types of farming-crops-animal husbandry-fishing-Manufacturing industries-type of industries</p> <p style="text-align: right;"><b>25 Periods</b></p>	<p><b>Unit 2</b></p> <p><b>Government of state governor-Legislature-Ministry</b></p> <p><b>Learning outcome :</b> To explain categories of states-Role of governor in the government of states.</p> <ul style="list-style-type: none"> <li>To understand unicameral legislatures in states.</li> <li>To know the responsibilities of the chief minister/cabinet of the state.</li> </ul> <p style="text-align: right;"><b>10 Periods</b></p> <p><b>Unit 3</b></p> <p><b>Fundamental Rights and Duties-Directive principles of State policy</b></p> <ul style="list-style-type: none"> <li>To explain the significance of the fundamental rights in democratic system.</li> <li>To distinguish the constitutional position of fundamental duties from</li> </ul>	

History	Geography	Civics	Economics
<p>feudalism.</p> <ul style="list-style-type: none"> <li>To understand the significance of crusades.</li> <li>To know historical importance of barbarian invasions, papacy and Holy Roman Empire.</li> </ul> <p style="text-align: right;"><b>10 Periods</b></p> <p><b>Unit 4</b>  <b>Beginnings of modern Age :</b>  Renaissance – Geographical discoveries – Reformation and Counter Reformation- Beginnings of modern science-Rise of Nation states in Europe  <b>Learning outcome :</b>To explain the meaning and consequences of renaissance.</p> <ul style="list-style-type: none"> <li>To understand the circumstance leading to reformation and its impact.</li> <li>To know the events leading to new sea routes and discovery of new lands and their consequences.</li> <li>Learning out comes</li> <li>To explain the concept of nationalism and nation stater.</li> <li>To understand the services rendered by Martin Luther and Ignatius Loyola.</li> <li>To comprehend the progress in science.</li> </ul> <p style="text-align: right;"><b>12 Periods</b></p>	<p><b>Unit 4</b>  <b>Transport and Communication</b>  Roadways-railways-waterways-airways-telecommunication  Trade,Population  Tamilnadu-Environmental Issues  Conservation and sustainable development  Trade, Population</p> <p style="text-align: right;"><b>20 Periods</b></p>	<p>that of fundamental rights.</p> <p style="text-align: right;"><b>4 Periods</b></p> <p><b>Unit 4</b>  <b>Focus on Tamilnadu-</b>  Social issues  Casteism-and untouchability-Emancipation of women.  Social legislations-child labour-and unorganised labour-migrant labour.  Role of voluntary organization and government’s social security measures-Trans gender  <b>Learning outcome:</b></p> <ul style="list-style-type: none"> <li>To explain the social evils of Casteism and untouchability.</li> <li>To understand the issues of women emancipation and development.</li> <li>To inform the various legislations on social change and development.</li> <li>To explain the role of</li> </ul>	

History	Geography	Civics	Economics
<p><b>Unit 5</b></p> <p><b>Industrial Revolution:</b> Factors leading to progress and consequences- Industrial revolutions economic-Political and Social impacts.</p> <p><b>Learning outcome:</b></p> <ul style="list-style-type: none"> <li>To explain the changes in the mode of production – mechanization.</li> <li>To describe the rise of industrial towns, universe – decline of feudalism – neo-colonism.</li> <li>To explain the condition of industrial workers – and the rise of trade unionism.</li> </ul> <p style="text-align: right;"><b>10 Periods</b></p> <p><b>Unit 6</b></p> <p><b>French Revolution:</b> Causes – important events – its impact on the course of history</p> <p><b>Learning outcome:</b></p> <p>To know the defects of ancient regime.</p> <ul style="list-style-type: none"> <li>To understand the philosophies which inspired the revolution – Voltaire – Rousseau - Montesquieu</li> </ul>	<p><b>Unit 5</b></p> <p><b>Environmental issue – Conservation of resources and sustainable development</b></p> <p style="text-align: center;"><b>20 periods</b></p>	<p>voluntary organisations and the governments measures on social protection.</p> <p style="text-align: center;"><b>8 Periods</b></p>	

History	Geography	Civics	Economics
<ul style="list-style-type: none"> <li>• To explain estates general, national assembly, constituent assembly French republic – reign of terror-declaration of rights of man-constitutional changes.</li> <li>• To explain the transition from control of church to civil law.</li> </ul> <p style="text-align: right;"><b>7 Periods</b></p> <p><b>Unit 7</b></p> <p><b>Focus on Tamilnadu:</b> Distinct characteristics of Tamil society and culture from sangam age to the end of chola empire.</p> <p><b>Learning outcome:</b></p> <ul style="list-style-type: none"> <li>• To understand the uniqueness of Tamil language and social structure-and Dravidian roots of Tamil civilization.</li> <li>• To know the sangam literature-five great epics-Bhakti literature-Bhakti movement-Temple architecture-sculpture-and endowments-Mahasatha-Tamil Siddha-Siddha medicinal systems-Pann(music), Musical instruments, Dance(koothu)</li> <li>• To explain Tamil contacts with foreign countries.</li> </ul> <p style="text-align: right;"><b>7 Periods</b></p>			

## CLASS X

History	Geography	Civics	Economics
<p><b>Unit 1</b> Rise of Imperialism- Factors-forms-methods conquest of India, china and its effects</p> <p style="text-align: right;"><b>6 - periods</b></p>	<p><b>Unit 1</b> <b>India</b></p> <ul style="list-style-type: none"> <li>• Administrative Divisions</li> <li>• India - Physiography</li> <li>• Drainage</li> <li>• Climate</li> </ul> <p style="text-align: right;"><b>26 Periods</b></p>	<p><b>Unit 1</b> India and world peace</p> <p style="text-align: right;"><b>4 Periods</b></p>	<p><b>Unit 1</b> <b>National Income</b></p> <p>Basic Concepts- Methods of Calculating national Income- Need for the study of National Income-Role of Government in Economic development</p> <p style="text-align: right;"><b>3 Periods</b></p>
<p><b>Unit 2</b></p> <p>First world war-causes, Course-Effects. League of Nations and its failure.</p> <p style="text-align: right;"><b>8 periods</b></p>	<p><b>Unit 2</b> <b>National Resources</b></p> <ul style="list-style-type: none"> <li>• Soil</li> <li>• National vegetation</li> <li>• Minerals</li> </ul> <p style="text-align: right;"><b>35 Periods</b></p>	<p><b>Unit 2</b> Democracy-Unity in Diversity</p> <p style="text-align: right;"><b>10 Periods</b></p>	<p><b>Unit 2</b> <b>Indian Economy after Independence</b></p> <p>Objectives of Five year plans- Eleventh Five year plan- Agricultural Development - Economic Reforms of 1991- Science and Technology-Tele Communication and Information Technology- Educational Achievement - Socio-Economic development in Tamilnadu</p> <p style="text-align: right;"><b>3 Periods</b></p>
<p><b>Unit 3</b> World between the world wars – Economic depression – Rise of Facism and Nazism</p> <p style="text-align: right;"><b>10 Periods</b></p>	<p><b>Unit 3</b> <b>Agriculture and Industry</b></p> <ul style="list-style-type: none"> <li>• Agriculture – types and distribution</li> <li>• Industries- Location factors- Agro and Mineral based Industries-some important</li> </ul>	<p><b>Unit 3</b> Consumer Rights</p> <p style="text-align: right;"><b>6 Periods</b></p>	

<p><b>Unit 4</b> Second world war-Causes- Course- Effect- UNO and its achievements <b>15 Periods</b></p> <p><b>Unit 5</b> The great revolt of 1857-Social, religious reform movements– Cause for rise of national movements-Pre-Gandhian Era and Gandhian Era. <b>6 Periods</b></p> <p><b>Unit 6</b> <b>Social religious reform movement in the 19<sup>th</sup> century</b>Raja Rammohan Rai- Anne Besent-Dayananda Saraswathi- Swamy Vivekanandha-Ramlinga Adigalar <b>7 Periods</b></p>	<p>industries <b>22 Periods</b></p> <p><b>Unit 4</b> Environmental issues <b>6 Periods</b></p> <p><b>Unit 5</b> <b>Trade, Transport and communication</b></p> <ul style="list-style-type: none"> <li>• India’s internal and international trade</li> <li>• Land transport-roadways and railways</li> <li>• water transport and air transport</li> <li>• personal and mass communication</li> <li>• Remote sensing</li> <li>• Remote sensing-meaning and types</li> <li>• India’s remote sensing programmes</li> <li>• Geographic information system and global positioning system – their advantages and uses</li> </ul> <p><b>17 Periods</b></p>		
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<b>Unit 7</b> <b>Causes for the rise of Nation</b> <b>Movements-Pre-Gandhian Era-</b> <b>Gandhian Era-Role of Tamilnadu in</b> <b>Freedom struggle</b>  <b>22 Periods</b>			
<b>Unit 8</b> <b>Social Transformation in Tamilnadu</b> <b>8 Periods</b>			