

## **Social Science Bridge Course (English Medium)**

### **Suggestions for students / students**

Student friends, in the last academic year, various efforts have been made by the government to impart education to the students through both online and offline channels. As a part of this, the Bridge Course was prepared by the State Council for Educational Research and Training, Maharashtra, Pune with the dual objective of reviewing the study for the students and preparing the curriculum for the new academic year. Schools will start regularly in the current academic year 2022-2023. The Setu syllabus has been prepared for you with the aim of reviewing the syllabus of the previous class in a few days at the beginning of the academic year and preparing for this year's syllabus.

1. The Setu syllabus includes day-to-day worksheets. The worksheets should be solved as per the given plan.
2. The Setu syllabus is class and subject wise and is based on the component / study ability of the previous class textbook.
3. This bridge course will help you to understand exactly what you have learned in the previous academic year and to understand the curriculum of the next class, to enhance your learning ability.
4. If you have difficulty solving your worksheet, seek the help of a teacher or parent.
5. Explain the concepts using video links, information provided to better understand the text given in each worksheet.
6. Self-study the sub-components / lessons given in the sequential textbook in Setu study.
7. Do the action in the bridge study / If the answers to the questions in the exercise are in a separate space, write in the same bridge study, if there is no space for the answer, solve the bridge study action / exercise in a separate book
8. Further practice and action / activity questions are completed separately on paper. For this, seek the help of teachers and parents.
9. After completing the day-to-day bridge study, have it checked by the teacher.
10. Confirm your answers with the help of subject teachers.

### **Best wishes for the successful completion of this Setu course!**

#### **Instructions for teachers / parents.**

In the last academic year we have made various efforts to reach out to all the students through online. The Setu syllabus has been prepared with the dual objective of reviewing the studies done by the students in the previous academic year as well as the preparation of the syllabus to be taught in the new academic year.

1. The Setu syllabus is based on the previous syllabus and is a link between the syllabus of the previous syllabus and the syllabus of the current syllabus.
2. This bridge course is student focused.
3. This syllabus has been prepared class wise and subject wise and it is based on the textbooks attached to the previous class and its components.
4. This course includes component and sub-component wise worksheets. The worksheets have been prepared keeping in view the study results / capacity statements.
5. Teachers should complete this setu course from each student as per day wise planning.
6. There are some questions based on prior knowledge given in the worksheet, these questions should be asked orally by the teacher to the students and they should get the answers to those

questions.

7. Action sheets / assignments / activities are given for the students in the worksheet. Teachers should complete them in a separate book on a daily basis.

8. Parents should help their child for more practice / activity.

9. In order to better understand the text given in each worksheet, the concept should be explained using video link, information provided.

10. Students should be asked to self-study the sub-components / lessons given in the sequential textbook in Setu study.

11. Teachers should pay attention to the fact that the student will solve each task sheet on his / her own initiative and help the students where necessary.

## Bridge Course Academic Year - 2022-23

### Std - IX, Subject - Social Sciences (History & Political Science)

#### Index


Day	Subject	Topic/Chapter no. name	Page No.
1	History	1.Sources of History	
2	History	2.India : Events after 1960	
3	Political Science	1.Post World War Political Developments 2.India's Foreign Policy	
4	Political Science	3.India's Defence System	
5	History	4.Economic Development	
6	History	4.Economic Development	
7	History	4.Economic Development	
8	History/ Political Science	6.Empowerment of Women and other Weaker Sections 6.International Problems	
9	Political Science	6.International Problems	
10	History	6.Empowerment of Women and other Weaker Sections	
11	History	5.Education	
12	History	7.Science and Technology	
13	Political Science	4.The United Nations	
14	Political Science	5.India and Other Countries	

State Council for Educational Research and Training, Maharashtra Pune  
Bridge Course: Academic Year - 2022-23

Class - IX, Subject - Social Sciences (History & Political Science) Day - 1

TopicName	1.Sources of History	
9th Learning Outcomes/ Competencies	1. Being able to classify historical tools. 2. Collection of historical objects, documents, books, coins and electronic information To be able to. As well as being able to classify them in different ways.	
8 <sup>th</sup> History Topic Name	1.Sources of History	
Bridge Course- 8th Learning Outcomes/ competencies	1. Identify the various tools of history and explain their use for rewriting the history of this period.	
Learning Experiences / Activities for achieving integrated goals	Answer the following questions.	1. What is history? 2. What is the source of history? 3. State the type of tool of history.
	Do the following activity.	1. Write the details of the coin you found. 2. Find states and their capitals with the help of a map.
Exercise	1. Explain the use of newspapers for historiography. 2. Explain the usefulness of photographs in the history of modern India. 3. Which of these newspapers was started by Dr. BabasahebAmbedkar?	
More practice / action / activities	1. Powade, listen and collect inspirational songs. 2. Collect photographs of famous leaders of the freedom struggle. 3. Write information about Aga Khan Palace with the help of internet.	




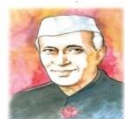








State Council for Educational Research and Training, Maharashtra Pune  
 Bridge Course: Academic Year - 2022-23  
 Class - IX, Subject - Social Sciences (History & Political Science) Day - 2

TopicName	2.India : Events after 1960	
9th Learning Outcomes/ Competencies	To be able to tell the sequence of historical events of India's post-independence journey in a proper manner.	
8 <sup>th</sup> History Topic Name	2.Europe and India	
Bridge Course - 8th Learning Outcomes/ competencies	Different sources can explain the difference between 'modern period', 'medieval period', and 'ancient period' based on the nomenclature used for different regions and the historical events that took place during that period.	
Learning Experiences / Activities for achieving integrated goals.	Answer the following questions .	1. In the previous class, which period did you study from the history textbook? 2. Which period is known as Prabodhan Yuga? 3. What was the capital of the Byzantine Empire?
	Do you need help?	8th standard history and civics serial textbook
	Do the following activity.	1. Identify the accompanying photograph and write information about it. _____ 
Exercise	1. Why did European countries feel the need to find new ways? 2. Due to which events of 18th and 19th century this period is known as 'Revolutionary Age'?	
More practice / action / activities	1. Information about the works of famous painters and writers of modern times should be obtained through internet. 2. Get information about Sikh religious leaders with the help of internet.	

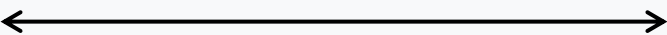
State Council for Educational Research and Training, Maharashtra Pune  
 Bridge Course: Academic Year - 2022-23  
 Class - IX, Subject - Social Sciences (History & Political Science) Day - 3

TopicName	1.Post World War Political Developments 2.India's Foreign Policy	
9th Learning Outcomes/ Competencies	1. Awareness that arms race poses a threat to international peace. 1. Being able to interpret foreign policy. 2. Respect for foreign policy objectives. 3.To be able to explain the foreign policy of independent India with the help of various events.	
8 <sup>th</sup> History Topic Name	1. Introduction to the Parliamentary System 2. The Indian Parliament	
Bridge Course - 8th Learning Outcomes/ competencies	1. Interprets the social and political issues of our region in the context of the Constitution of India. 2. Factors distinguish between state government and central government. 3. Describe the process of law making.	
Learning Experiences / Activities for achieving integrated goals.	Answer the following questions.	1. What are the rules that govern the country? 2. What is a constitution? 3. What is parliamentary system of government? 4. What are the two types of governance? 5. What are the two Houses of Parliament?
	Do you need help?	8th standard history and civics serial textbook.
	Do the following activity.	1. Write the difference between parliamentary system of government and presidential system of government. 2. Why did you accept parliamentary system of government?
Exercise and Evaluation	1. What is responsible governance? 2. Explain the features of Indian parliamentary system of government. 3. Explain the law making process.	
More practice / activities	1. Watch the Lok Sabha and Rajya Sabha proceedings live on Doordarshan and write observations.	

State Council for Educational Research and Training, Maharashtra Pune  
 Bridge Course: Academic Year - 2022-23  
 Class - IX, Subject - Social Sciences (History & Political Science) Day - 4

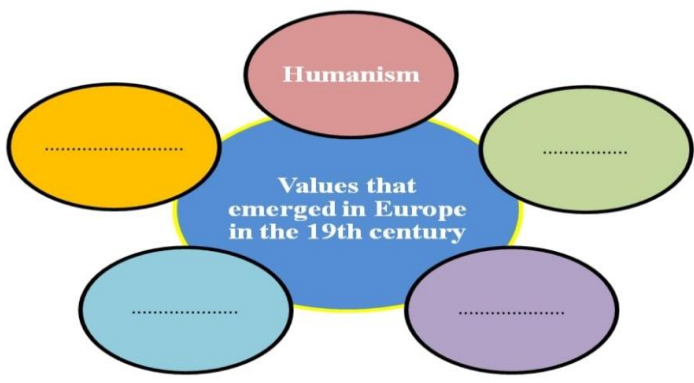
<b>TopicName</b>	3.India's Defence System	
<b>9th Learning Outcomes/ Competencies</b>	1. Understanding the nature of India's defense system. 2. To be able to classify the functions of military and paramilitary forces. 3. Being able to explain the concept of human security. 4. Awareness of internal security challenges. 5. Being able to study a challenge and create a research paper.	
<b>8<sup>th</sup> History Topic Name</b>	The Union Executive	
<b>Bridge Course - 8th Learning Outcomes/ competencies</b>	1. The names of the local people's representatives are written by determining the position of their own constituency in the Lok Sabha constituency map of the State / UT. 2. Describes the Lok Sabha election process.	
<b>Learning Experiences / Activities for achieving integrated goals.</b>	<b>Answer the following questions.</b>	1. What is the role of the Prime Minister in the security of the country? 2. What is union rule? 3. Who is the supreme leader of the country? 4. Who are the first citizens of the country? 5. How many years after the Lok Sabha elections?
	<b>Do you need help?</b>	1. 8th standard history and civics serial textbook.
	<b>Do the following activity.</b>	1. Explain how the President is elected. 2. Tell the Prime Minister the work.
<b>Exercise and Evaluation</b>	1. How does Parliament control the Cabinet? 2. Explain the concept of no-confidence motion. 3. Write the selection and functions of the Prime Minister and the Cabinet.	
<b>More practice / activities</b>	1. Arrange according to the tenure of the Prime Minister of India. <div style="display: flex; flex-wrap: wrap; justify-content: space-around; align-items: center;">       </div> <div style="display: flex; flex-wrap: wrap; justify-content: space-around; align-items: center;">       </div>	

State Council for Educational Research and Training, Maharashtra Pune  
 Bridge Course: Academic Year - 2022-23  
 Class - IX, Subject - Social Sciences (History & Political Science) Day - 5

<b>TopicName</b>	4.Economic Development	
<b>9th Learning Outcomes/ Competencies</b>	To be clear, India's economic policies have changed over time.	
<b>8<sup>th</sup> History Topic Name</b>	2. Europe and India	
<b>Bridge Course - 8th Learning Outcomes/ competencies</b>	Explains how the British East India Company became the most powerful power.	
<b>Learning Experiences / Activities for achieving integrated goals.</b>	<b>Answer the following questions.</b>	1. When was the British East India Company founded?  2. Why was the British East India Company founded?
	<b>Do the following activity.</b>	Show the next Timeline of British East India Company's imperialism in India.  
<b>Do you need help?</b>	8th standard history and civics serial textbook.	
<b>Exercise and Evaluation</b>	1. Why did the British take over Sindh province? 2. Why were the Sikhs defeated in the first Sikh-British war? 3. How did the British East India Company establish its power base in India?	
<b>More practice / activities</b>	1. Get information about British East India Company with the help of internet.	



State Council for Educational Research and Training, Maharashtra Pune  
 Bridge Course: Academic Year - 2022-23  
 Class - IX, Subject - Social Sciences (History & Political Science) Day – 6


<b>TopicName</b>	4.Economic Development	
<b>9th Learning Outcomes/ Competencies</b>	To be clear, India's economic policies have changed over time.	
<b>8<sup>th</sup> History Topic Name</b>	3.Effects of British Rule 7.Non-co-operation Movement	
<b>Bridge Course - 8th Learning Outcomes/ competencies</b>	Explain the differences between British agricultural policies in different regions. E.g. blue rise	
<b>Learning Experiences / Activities for achieving integrated goals.</b>	<b>Answer the following questions.</b>	1. What is the major business in India? 2. What are the occupations related to agriculture? 3. Explain the difference between kharif crop and cash crop.
	<b>Do the following activity.</b>	1. Complete the following table.  
<b>Do you need help?</b>	8th standard History and Civics serial textbook.	
<b>Exercise and Evaluation</b>	1. What significant changes did the British make to the land revenue system to increase income? 2. Why did Mahatma Gandhi hold Champaranya Satyagraha? 3. Write the results of the land revenue system. 4. Why did Gandhiji suspend the non-cooperation movement?	
<b>More practice / activities</b>	Write down the changes that took place in the field of agriculture in the post-independence period.	

State Council for Educational Research and Training, Maharashtra Pune  
 Bridge Course: Academic Year - 2022-23  
 Class - IX, Subject - Social Sciences (History & Political Science) Day – 7

Class: 11, Subject: Social Sciences (History & Political Science), Date: _____											
TopicName	4.Economic Development										
9th Learning Outcomes/ Competencies	To be able to review the effects of the economic reforms brought about by globalization.										
8 <sup>th</sup> History Topic Name	3.Effects of British Rule										
Bridge Course - 8th Learning Outcomes/ competencies	Analyzes how the old, civic and commercial centers and handicraft based industries developed during the British rule and developed new trade centers and industries.										
Learning Experiences / Activities for achieving integrated goals.	Answer the following questions.	1. Ancient India traded with which countries? 2. Which of these Indian goods was in demand in Europe in ancient times? 3. What was the business of India in pre-British times?									
	Do you need help?	8th standard History and Civics serial textbook.									
	Do the following activity.	1. Complete the concept picture. <table border="1"><thead><tr><th>Person</th><th>Work</th></tr></thead><tbody><tr><td>Lord Cornwallis</td><td>.....</td></tr><tr><td>.....</td><td>Passed Sati Prohibition Act</td></tr><tr><td>Lord Dalhousie</td><td>.....</td></tr><tr><td>.....</td><td>Established ‘Asiatic Society of Bengal’</td></tr></tbody></table>	Person	Work	Lord Cornwallis	.....	.....	Passed Sati Prohibition Act	Lord Dalhousie	.....	.....
Person	Work										
Lord Cornwallis	.....										
.....	Passed Sati Prohibition Act										
Lord Dalhousie	.....										
.....	Established ‘Asiatic Society of Bengal’										
Exercise and Evaluation	1. What effect did capitalism have on Indian industry? 2. What are the reasons for the decline of old industries in India? 3. What is commercialization of agriculture?										
More practice / activities	1. Get information about the industries and businesses developed in modern India. 2. Learn about the improvements made by the British in transportation.										

State Council for Educational Research and Training, Maharashtra Pune  
Bridge Course: Academic Year - 2022-23

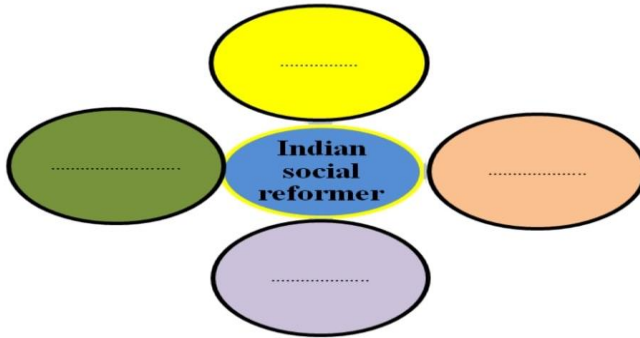
Class - IX, Subject - Social Sciences (History & Political Science) Day – 8

TopicName	6. Empowerment of Women and other Weaker Sections (History) 6. International Problems (Political Science)	
9th Learning Outcomes/ Competencies	1. Develop the awareness that environmental degradation is a global problem. 2. Recognize the various efforts and their importance for the development of the weaker sections of the society.	
8 <sup>th</sup> History Topic Name	4. The Freedom Struggle of 1857 8. Civil Disobedience Movement	
Bridge Course - 8th Learning Outcomes/ competencies	1. Describes the structure of tribal society in the nineteenth century and their relationship to the environment. 2. Explain British administrative policies regarding tribal society.	
Learning Experiences / Activities for achieving integrated goals.	Answer the following questions.	1. What is tribal? 2. What were the means of subsistence of the tribes? 3. In which Indian state is the tribal community found?
	Do you need help?	8th standard History and Civics serial textbook.
	Do the following activity.	<p>1. Identify the photo.</p>  <div style="border: 1px solid black; height: 40px; width: 200px; margin-left: 10px;"></div> <p>2. Where in Maharashtra did the tribals carry out jungle Satyagraha?</p>
Exercise and Evaluation	1. Write about tribal uprisings against the British. 2. What are the plans of the government for the development of tribals? 3. Why did Paikani from Orissa revolt against the British?	
More practice / activities	1. Make a list of tribal names in Maharashtra with the help of internet. 2. Find out about Birsa Munda's work.	

State Council for Educational Research and Training, Maharashtra Pune  
Bridge Course: Academic Year - 2022-23

Class - IX, Subject - Social Sciences (History & Political Science) Day – 9

<b>TopicName</b>	6.International Problems	
<b>9th Learning Outcomes/ Competencies</b>	1. The idea that human rights are enjoyed by everyone in the world is evolving. 2. To know how human rights are protected by the Indian Constitution and laws. 1. Develop the awareness that environmental degradation is a global problem. 2. Refugee means being able to explain who it is.	
<b>8<sup>th</sup> History Topic Name</b>	6.Bureaucracy	
<b>Bridge Course - 8th Learning Outcomes/ competencies</b>	Explains the nature of governance in Maharashtra.	
<b>Learning Experiences / Activities for achieving integrated goals.</b>	<b>Answer the following questions.</b>	1. Name the chartered officers you know. 2. Who is actually implementing the policy of the government? 3. What is IAS? 4. How many types of chartered services are there in India?
	<b>Do you need help?</b>	8th standard history and civics serial textbook
	<b>Do you need help?</b>	8th standard history and civics serial textbook.
<b>Exercise and Evaluation</b>	1. Explain the importance of bureaucracy in India. 2. Ministers and Chartered Servants for running the department efficiently Explain the role.	
<b>More practice / activities</b>	1. Collect information of reputed chartered officers of Maharashtra through mobile. 2. Write information about the work of a chartered officer.	

<b>TopicName</b>	6. Empowerment of Women and other Weaker Sections	
<b>9th Learning Outcomes/ Competencies</b>	Recognize the various efforts and their importance for the development of the weaker sections of the society.	
<b>8<sup>th</sup> History Topic Name</b>	5. Social and Religious Reforms 11. Struggle for Equality	
<b>Bridge Course - 8th Learning Outcomes/ competencies</b>	Analyzes British policies and laws regarding caste system, place of women, remarriage of widows, child marriage, social reform and these issues.	
<b>Learning Experiences / Activities for achieving integrated goals.</b>	<b>Answer the following questions.</b>	<ol style="list-style-type: none"> <li>1. Why did inequality arise in Indian society in the pre-independence period?</li> <li>2. What were the problems faced by women in Indian society during the pre-independence period?</li> <li>3. Which of the following social reformers worked to eradicate the undesirable norms and traditions of Indian society?</li> <li>4. What medium was used to create awareness in the society?</li> </ol>
	<b>Do you need help?</b>	8th standard History and Civics serial textbook.
	<b>Do the following activity.</b>	<ol style="list-style-type: none"> <li>1. Complete the concept picture.</li> </ol> 
<b>Exercise and Evaluation</b>	<ol style="list-style-type: none"> <li>1. What efforts did R.C. Shahu Maharaj make to destroy the caste system?</li> <li>2. What efforts did the social reformers make to solve the problems of women?</li> <li>3. What were the shortcomings of Indian society in the pre-independence period?</li> </ol>	
<b>More practice / activities</b>	<ol style="list-style-type: none"> <li>1. Write information about an event organized on the occasion of Chhatrapati Shahu Maharaj Shatabdi.</li> <li>2. Gather information about women social reformers through the internet.</li> </ol>	

State Council for Educational Research and Training, Maharashtra Pune  
Bridge Course: Academic Year - 2022-23

Class - IX, Subject - Social Sciences (History & Political Science) Day – 11

<b>TopicName</b>	5.Education															
<b>9th Learning Outcomes/ Competencies</b>	To be able to describe the stages of development of Indian education system.															
<b>8<sup>th</sup> History Topic Name</b>	3.Effects of British rule 5.Social and Religious Reforms															
<b>Bridge Course - 8th Learning Outcomes/ competencies</b>	Explains how the new education system in India was institutionalized.															
<b>Learning Experiences / Activities for achieving integrated goals.</b>	<b>Answer the following questions.</b>	1. Name the universities in ancient India. 2. Who started the first school for girls? 3.Which social reformers worked in the field of education?														
	<b>Do you need help?</b>	8th standard History and Civics serial textbook.														
	<b>Do the following activity.</b>	1. Complete the table. <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="background-color: #92d050;">Sr.No.</th><th style="background-color: #92d050;">Thoughtful</th><th style="background-color: #92d050;">Institution</th></tr> </thead> <tbody> <tr> <td style="background-color: #92d050;">1</td><td style="background-color: #92d050;">Raja Ram Mohan Roy</td><td style="background-color: #92d050;">.....</td></tr> <tr> <td style="background-color: #92d050;">2</td><td style="background-color: #92d050;">Maharshi Dhondo Keshav</td><td style="background-color: #92d050;">Anath Balikashram</td></tr> <tr> <td style="background-color: #92d050;">3</td><td style="background-color: #92d050;">Ramabai Ranade</td><td style="background-color: #92d050;">.....</td></tr> <tr> <td style="background-color: #92d050;">4</td><td style="background-color: #92d050;">Sir Sayyad Ahmad Khan</td><td style="background-color: #92d050;">Muhammadan Anglo-Oriental College</td></tr> </tbody> </table> 2.What new awareness was created among the novices?	Sr.No.	Thoughtful	Institution	1	Raja Ram Mohan Roy	.....	2	Maharshi Dhondo Keshav	Anath Balikashram	3	Ramabai Ranade	.....	4	Sir Sayyad Ahmad Khan
Sr.No.	Thoughtful	Institution														
1	Raja Ram Mohan Roy	.....														
2	Maharshi Dhondo Keshav	Anath Balikashram														
3	Ramabai Ranade	.....														
4	Sir Sayyad Ahmad Khan	Muhammadan Anglo-Oriental College														
<b>Exercise and Evaluation</b>	1. Why did the British start teaching English to Indians? 2. What did Indians learn through new education? 3. Which social organization was formed out of English education?															
<b>More practice / activities</b>	1. Create an illustrated account of the education reforms made by the British. 2. Collect photographs of social reformers working on women's education.															

State Council for Educational Research and Training, Maharashtra Pune  
Bridge Course: Academic Year - 2022-23

Class - IX, Subject - Social Sciences (History & Political Science) Day – 12

<b>TopicName</b>	7.Science and Technology																		
<b>9th Learning Outcomes/ Competencies</b>	To be able to give examples of progress in science and technology in post-independence India.																		
<b>8<sup>th</sup> History Topic Name</b>	5. Social and Religious Reforms, 6.Beginning of Freedom,7. Movement Non-co-operation Movement, 8.Civil Disobedience Movement, 10. Armed Revolutionary Movement, 11.Struggle for Equality.																		
<b>Bridge Course - 8th Learning Outcomes/ competencies</b>	Analyzes the key elements of the nation-building process.																		
<b>Learning Experiences / Activities for achieving integrated goals</b>	<b>Answer the following questions.</b>	1. What were the institutions in pre-independence India? 2. Name the freedom fighters. 3. How many constituent states are there in India at present?																	
	<b>Do you need help?</b>	8th standard History and Civics serial textbook.																	
	<b>Do the following activity.</b>	1. Complete the table. <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #f4a460;"> <th>Sr.No.</th><th>Revolutionary organization</th><th>Revolutionary</th></tr> </thead> <tbody> <tr> <td>1</td><td>Abhinav Bharat Sanghatana</td><td>.....</td></tr> <tr> <td>2</td><td>Anushilan Samiti</td><td>.....</td></tr> <tr> <td>3</td><td>India House</td><td>.....</td></tr> <tr> <td>4</td><td>Ghadar Party</td><td>.....</td></tr> <tr> <td>5</td><td>Hindustan Socialist Republican Association</td><td>.....</td></tr> </tbody> </table>	Sr.No.	Revolutionary organization	Revolutionary	1	Abhinav Bharat Sanghatana	.....	2	Anushilan Samiti	.....	3	India House	.....	4	Ghadar Party	.....	5	Hindustan Socialist Republican Association
Sr.No.	Revolutionary organization	Revolutionary																	
1	Abhinav Bharat Sanghatana	.....																	
2	Anushilan Samiti	.....																	
3	India House	.....																	
4	Ghadar Party	.....																	
5	Hindustan Socialist Republican Association	.....																	
<b>Exercise and Evaluation</b>	1. Explain the contribution of NetajiSubhash Chandra Bose in the freedom struggle. 2. How did the states of Hyderabad in India merge? 3. Write the objectives of the establishment of the National Assembly.																		
<b>More practice / activities</b>	Get to know the National Assembly session with the help of internet.																		

State Council for Educational Research and Training, Maharashtra Pune  
Bridge Course: Academic Year - 2022-23

Class - IX, Subject - Social Sciences (History & Political Science) Day – 13

<b>TopicName</b>	4.The United Nations	
<b>9th Learning Outcomes/ Competencies</b>	1. The United Nations is an important global organization. 2. Explain that the United Nations maintains peace. 3. Peace is essential for the development of all nations. 4. Explain the need for change in the UN Security Council.	
<b>8<sup>th</sup> History Topic Name</b>	4.The Indian Judicial System	
<b>Bridge Course - 8th Learning Outcomes/ competencies</b>	Explains the functioning of the judicial system in India based on some important court decisions.	
<b>Learning Experiences / Activities for achieving integrated goals</b>	<b>Answer the following questions.</b>	1. Who makes the law? 2. Where do we ask for justice if we are wronged? 3. What is the nature of justice system in India? 4. Who Appoints a Judge?
	<b>Do you need help?</b>	1. 8th standard History and Civics textbook
	<b>Do the following activity.</b>	1. Complete the following table.  <div style="text-align: center;"> <pre> graph TD     A[Composition of the Judiciary] --&gt; B[.....]     A --&gt; C[High Court]     A --&gt; D[.....]     C --&gt; E[Chief Justice]     B --&gt; F[.....]     D --&gt; G[.....]           </pre> </div>
<b>Exercise and Evaluation</b>	1. Why is there a need for law in society? 2. What are the provisions for independent judiciary in India? 3. Explain civil and criminal law. 4. Explain the function of the Supreme Court.	
<b>More practice / activities</b>	Understand how FIR is filed in India with the help of internet.	



State Council for Educational Research and Training, Maharashtra Pune  
Bridge Course: Academic Year - 2022-23

Class - IX, Subject - Social Sciences (History & Political Science) Day – 14

<b>TopicName</b>	5.India and Other Countries	
<b>9th Learning Outcomes/ Competencies</b>	1. India's geographical location and its internal and external policy Being able to explain the consequences. 2. Strengthen the idea of friendly relations with neighboring countries. 3. Causation of organizations for regional cooperation. 4. Economic and trade relations between India and other countries Being able to review changes.	
<b>8<sup>th</sup> History Topic Name</b>	5.The State Government	
<b>Bridge Course - 8th Learning Outcomes/ competencies</b>	Recognize the role of government in providing public facilities like water, public sanitation, roads, electricity etc. and take note of the availability of these services.	
<b>Learning Experiences / Activities for achieving integrated goals</b>	<b>Answer the following questions.</b>	1. How many constituent states are there in India? 2.What is the diversity of India? 3. How many states in India have legislatures? 4. What is the number of Legislative Council members in Maharashtra?
	<b>Do you need help?</b>	1. 8th standard History and Civics serial textbook.
	<b>Do the following activity.</b>	2. Write the names of the Legislative Council members in your district.
<b>Exercise and Evaluation</b>	1. What matters does the Chief Minister have to consider while allocating accounts? 2. Why did the Constitution adopt a federal system for India? 3. Write notes. 1. Assembly 2. Legislative Council 4. What are the powers of the Governor?	
<b>More practice / activities</b>	1. Chief Minister of Maharashtra since 1960 - Write names. 2. Get information about the Minister and his department by visiting the official website of the Government of Maharashtra.	