

# **Learning Outcomes in Social Science**

## **Secondary Stage**

### **Introduction**

The domain of social science forms an important part of general education. At the secondary stage, social science includes diverse concerns of society and encompass wide range of contents drawn from the disciplines of history, geography, economics and political science. The contents of the subject area includes a broad understanding of human interactions with natural and social environment across time, space and institutions. It is necessary to recognize that social sciences lend themselves to methods of scientific enquiry, which are distinct from the natural and physical sciences. Social science teaching promotes human values namely freedom, trust and respect for diversity. Social science education provides opportunities for children to critically reflect on social issues having a bearing on individual and social well-being. The subjects also inculcate other values such as empathy, equality, liberty, justice, fraternity, dignity and harmony. Every discipline in social science has its own method of investigation for arriving at conclusions through understanding, analyzing, evaluating and applying a logical and rational approach to understand the cause and effect relationship of events, processes and phenomena.

For an enabling curriculum in social science, certain themes which facilitate inter-disciplinary thinking are included in the subjects. The subjects provide ample scope of enquiry by raising questions like what, where, when, how etc. that help learners to acquire an integrated perspective within as well as across subjects, thereby strengthening the

inter-disciplinary approaches. To take an example, themes like agriculture, development, disaster etc. can be studied from the perspective of history, geography, economics and political science.

Social science sensitizes learners to appreciate the rich and diverse cultural heritage of the country. Learners take pride in valuing the contributions made by known and less known individuals and events in India's struggle for independence. The subjects help learners to recognize the importance of sustainable development with an emphasis on preservation and conservation of our natural resources and to meet challenges related to social problems and natural calamities. These subjects help in understanding the importance of resources, their equitable distribution and utilization to achieve economic growth. These inculcate awareness about democratic principles, citizenship, rights and duties from local, national and global perspectives. Building conflict resolution skills and strengthening peace building processes are other focus areas. These help to promote sensitivity and empathy towards gender, marginalized sections such as tribal, SC, ST and persons with special needs.

### **Curricular Expectations**

At this stage learners are expected to

- ❖ recognize the relevance of the domain of knowledge in establishing inter-linkages with natural and social environment
- ❖ classify and compare the cause and effect relations in the context of occurrence of events, natural and social processes and their impact on different sections of society

- ❖ explain concepts like unity in diversity, democracy, development, diverse factors and forces that enrich our cultural heritage
- ❖ discuss the need for evolving plurality of approaches in understanding natural social phenomena
- ❖ demonstrate variety of approaches on integration and interrelation within and across disciplines
- ❖ identify spatial variability of events, processes and phenomena in the contemporary world.
- ❖ identify democratic ethos, equity, mutual respect equality, justice, and harmony
- ❖ demonstrate skills of observation, enquiry, reflection, empathy, communication, and critical thinking
- ❖ create awareness and sensitivity towards environmental issues, sustainable development, gender disparities, marginalised section of society and persons with special needs
- ❖ illustrate concepts related to different subjects with the help of technology

The social science learning outcomes for classes IX and X each are broadly grouped into 12 parts. Each part deals with a similar set of competencies and includes a few learning outcomes linking the contents this on the base of nature of social science. Some learning outcomes appear commonly in both class IX and X. Teachers can work with these using different examples. These are developed keeping in view their importance and contents in different social sciences. The concepts, historical events, places, names and dates are used to exemplify the learning outcomes. They can be changed by states depending on their Social science syllabus.

## Class IX (Social Science)

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learners may be provided with opportunities individually/in groups and encouraged to -</b></p> <ul style="list-style-type: none"> <li>❖ observe political map of India or on <i>School Bhuvan</i> portal NCERT, mark with reference to location, extent, shape, size, etc. of States /Uts</li> <li>❖ discuss and verify the information about States and UTs from other sources, like website of other states, textbooks, atlas, models, etc</li> <li>❖ engage in projects to collect information about States/UTs in terms of languages, food, dress, cultural traditions etc.</li> <li>❖ select the works of eminent thinkers like Jean-Paul Marat, Jean Jacques Rousseau and others influence of their works on the outbreak of French Revolution</li> <li>❖ take part in discussion of the important political terms and concepts such as martial law, a coup, a veto, and referendum to recognise democracy as well as dictatorship.</li> <li>❖ discuss the details of (a) the time when universal adult franchise was first provided to the citizens and (b) how the end of colonialism took place.</li> <li>❖ collect information and discuss the process of making of the Indian Constitution.</li> <li>❖ collect the details of different factors of production like land,</li> </ul>	<p><b>The learner –</b></p> <ul style="list-style-type: none"> <li>❖ <b>recognizes and retrieves facts, figures and narrates processes e.g.,</b></li> <li>❖ locates places, states, union territories and other physical features on the map of India.</li> <li>❖ recognises and describes different physical features, types of forests, seasons etc.</li> <li>❖ describes important terms in geography such as standard meridian, drainage basin, water divide, monsoon, weather, climate, flora, fauna, population density, etc.</li> <li>❖ estimates annual growth rate.</li> <li>❖ defines simple economic terms such as poverty, literacy, unemployment, head count ratio, food security, exports and imports.</li> <li>❖ lists various factors of production.</li> <li>❖ recalls names, places, years, some important socio, political and economic events that changed India and the world such as American Revolution, French Revolution, Russian Revolution and Freedom Struggle in India.</li> </ul>

<p>capital and human resources from their surroundings.</p> <ul style="list-style-type: none"> <li>❖ choose a nearby ration shop and compare the prices of items available with the local market and discuss the reasons for the differences.</li> <li>❖ analyse the role of cooperative in food security.</li> <li>❖ explore various resources including the e-content on poverty, food security, human resource development.</li> <li>❖ discuss that how poverty line is estimated especially from the view point of social scientists</li> <li>❖ gather information about physical features in the surroundings discuss about these features with the peers; visuals related to other physiographic divisions may be shown and their features may be explained to them.</li> <li>❖ shown different physiographic divisions/ data to look out for the similarities and differences.</li> <li>❖ use tactile maps/models to classify physical features of India</li> <li>❖ collates the views from different secondary sources of Desmoulin and Robespierre to know how each one of them understands the use of state force. What does Robespierre mean by “the war of liberty against tyranny?” How does Desmoulin perceive liberty?.</li> <li>❖ gather information about Constitutional Monarchy of France, from different sources.</li> <li>❖ discuss different monarchies of contemporary times like U.K., Nepal and Bhutan.</li> </ul>	<ul style="list-style-type: none"> <li>❖ locates places of historical importance on maps.</li> <li>❖ describes economies and livelihoods of various social groups.</li> <li>❖ describes political terms and concepts associated with democracy and dictatorship</li> <li>❖ classifies physical features in the surroundings and compare them with physical features of other places;</li> <li>❖ compares different data such as population, rainfall.</li> <li>❖ compares the course of events leading to important revolutions in the world such as French and Russian revolutions;</li> <li>❖ distinguishes different types of governments operating across the world;</li> <li>❖ compares levels of poverty and unemployment across Indian states.</li> <li>❖ compares different monarchies of contemporary times like UK, Nepal and Bhutan</li> <li>❖ <b>explains cause and effect relationship between phenomena, events and their occurrence e.g.,</b></li> <li>❖ examines factors causing pollution and their impact on people’s lives;</li> <li>❖ explains factors affecting course of a river, climate, population distribution, flora and fauna of a region</li> <li>❖ explains the causes and effects of various</li> </ul>
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<ul style="list-style-type: none"> <li>❖ develop timeline on significant events related to outbreak of the French and Russian Revolution. In connection with France some events that can be displayed in the timeline are: Constitutional Monarchy, Declaration of Right of Man, on becoming a Republic and the Reign of Terror. The students can add more information in this timeline on the French revolution.</li> <li>❖ study features of different type of government and discuss.</li> <li>❖ design a group project on social exclusion as well as poverty.</li> <li>❖ y interview vendors such as vegetables, newspaper, milkman, laundress (at least ten people). They may be guided to develop simple questions and raw inference from it.</li> <li>❖ explore various rivers, find details of their origin, course of river, major cities, industries on the banks of a river; discuss how river affects the life of people in cities leading to pollution of rivers.</li> <li>❖ work on group projects in which they can collect information from various sources such as books, magazines, newspapers, internet, elders and plot the river and associated findings on a map and prepare a report</li> <li>❖ work with tactile maps particularly by the children with special needs (CWSN)</li> <li>❖ identify social, economic and political causes that Russian Revolution in 1905; use a variety of teaching aids like a flow chart, power point presentation, newspaper clippings belonging to that period (1905)</li> </ul>	<p>revolutions</p> <ul style="list-style-type: none"> <li>❖ illustrates how different social groups coped with changes in the contemporary world and describe these changes</li> <li>❖ explains the difference between revolution and social change</li> <li>❖ outlines the formation of democratic governance in different countries of the world</li> <li>❖ explains the process of change in democracies</li> <li>❖ identifies the democratic rights of Indian citizens</li> <li>❖ explains causes and impacts of economic issues such as poverty, landlessness, food insecurity</li> <li>❖ analyses the impact of social exclusion and vulnerability</li> <li>❖ <b>analyses and evaluates information e.g.,</b></li> <li>❖ analyses different types of climate found in different regions of India/World</li> <li>❖ examines factors leading to deforestation</li> <li>❖ outlines or assesses the working of Indian Parliament and judiciary</li> <li>❖ analyses historical trends in important developmental indicators such as literacy and poverty</li> <li>❖ assesses the impact of important government welfare programmes which aimed at (a) poverty alleviation; (b) ensure food</li> </ul>
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<ul style="list-style-type: none"> <li>❖ participate in a discussion on fall of Monarchy in February 1917, workers strike, refusal of peasants to pay rent and activities of different political parties such as Liberals, Social Democrats and Social Revolutionaries</li> <li>❖ discussion may be initiated on the concepts of revolution and social change.</li> <li>❖ elucidate the idea that some revolutions like the French and Russian are a result of blood-shed.</li> <li>❖ discuss peaceful revolutions such as industrial revolution; Green, White and the Blue revolutions in India</li> <li>❖ collect current statements from media and from other sources and discuss the measure of success of democracy</li> <li>❖ collect and discuss information about democratic countries of the world and their history of establishment, conditions under which those governments got established</li> <li>❖ discuss democracy as a government of the people, by the people, for the people by engaging with some examples</li> <li>❖ y discussion may be held on the newspaper clipping or the teacher may provide data from government report on poverty, food security.</li> <li>❖ familiarise with major climatic controls – latitude, altitude, pressure and wind systems and distance from the sea and discuss how they affect the climate of various geographical regions</li> <li>❖ discuss how the climate of hilly regions is significantly different from the plains y look for and use a variety of primary and</li> </ul>	<p>security; (c) generate self-employment; (d) provide health care facilities</p> <ul style="list-style-type: none"> <li>❖ <b>Interprets e.g.,</b></li> <li>❖ maps of river systems in India, physiography, population distribution</li> <li>❖ maps of Movement of goods and people from India to rest of the world</li> <li>❖ texts</li> <li>❖ symbols which stand for liberty, equality and fraternity</li> <li>❖ locatess the places of French revoulution and Russian revoulution.</li> <li>❖ compares physical fealiures and drainage.</li> <li>❖ understands the relationship between physical features and population.</li> <li>❖ explains the impact of physical features on population growth, distribution and drainage system.</li> <li>❖ diagrams such as pie and bar</li> <li>❖ cartoons and their contexts</li> <li>❖ photographs</li> <li>❖ posters</li> <li>❖ newspaper clipping related to socio- political issues</li> <li>❖ derives informations from the given data-on literacy rates, production of food grains and population growth &amp; density.</li> <li>❖ inteprets poverty, food security, social exlusion and vulnerablity their causes and impact on</li> </ul>
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<p>secondary sources, such as written records, oral accounts to investigate themes like factors responsible for deforestation in the past in different regions of the world including India during the colonial rule</p> <ul style="list-style-type: none"> <li>❖ discuss different Forest Acts in India– Forest Act-1865, its amendment in 1878 and 1927 and its impact on forest dwellers and the village community</li> <li>❖ collect visuals, newspaper clippings, posters, leaflets, videos and speeches of Hitler on the rise of Nazism and discussion how Nazism led to the genocidal war that resulted in the killing of innocent civilians like the Jews, Gypsies and Polish civilians</li> <li>❖ organise mock Parliament and court proceedings in which various democratic rights can be the subjects</li> <li>❖ show visuals associated with famines and present OMT(one minute talk)</li> <li>❖ correlate different maps e.g. physical features and drainage, physical features and population</li> <li>❖ opportunities may be provided to explore and overlay various maps on School Bhuvan NCERT portal</li> <li>❖ use atlas maps for understanding various concepts</li> <li>❖ demonstrate skills of locating places associated with different revolutions like French and the Russian.</li> </ul>	<p><b>society.</b></p> <ul style="list-style-type: none"> <li>❖ draws and interprets pie and bar diagrams of data related to agricultural production, literacy, poverty and population</li> <li>❖ <b>draws inter-linkages within Social Science</b></li> <li>❖ explains interrelationship between various passes and sea ports in India for trade and communication since historical times</li> <li>❖ examines the geographical importance of electoral constituencies</li> <li>❖ analyses food security as a component of agriculture</li> <li>❖ analyses the linkages between population distribution and food security</li> <li>❖ explain interrelationships among livelihood patterns of various social groups including forest dwellers, economic development and environmental conservation</li> <li>❖ <b>identifies assumptions / biases / prejudices/ stereotypes e.g.,</b></li> <li>❖ texts</li> <li>❖ visuals</li> <li>❖ political analysis</li> <li>❖ identifies assumptions about the social issues through news items</li> <li>❖ people in different geographical regions of India</li> <li>❖ examines the assumption behind important government welfare programmes.</li> </ul>
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<ul style="list-style-type: none"> <li>❖ explain the changes of geographical boundaries of places in the past and present and the reasons that have led to it. You may link this with the theme in the syllabus/textbooks</li> <li>❖ study various symbols that depict road, railways, buildings, monuments, rivers etc on an outline map of India and the world. This may be used as per the theme under study</li> <li>❖ interpret information from an orthophotomap and compare it with reality</li> <li>❖ use India's political map to demarcate states and parliamentary constituencies</li> <li>❖ use India's map of the states to identify and colour the following(i) high and low poverty (ii)levels of literacy (iii) production of food grains and interpret in terms of reasons for above differences amongst states</li> <li>❖ choose photographs of persons engaged in different occupations in rural and urban areas and categorise into three sectors of the economy</li> <li>❖ compile data from their surroundings and Government reports on (i) unemployment existing in urban and rural areas (ii) poverty existing in different states</li> <li>❖ use tables to represent data on literacy rates, production of food grains and food insecurity with respect to population and interpret them in terms of well-being of masses</li> <li>❖ construct and convert tables into</li> </ul>	<ul style="list-style-type: none"> <li>❖ recongnizes the difference between facts and opinions.</li> <li>❖ is able to understand archaeological remains, offical records and oral accounts.</li> <li>❖ <b>demonstrates skills of inquisitiveness/enquiry i.e. pose questions related to e.g.,</b></li> <li>❖ geographical events such as the mechanism of monsoon and causes of natural disasters.</li> <li>❖ impact of green revolution in India / their own area.</li> <li>❖ legacy of French Revolution in India and the world</li> <li>❖ is able to compare different views about the same issue.</li> <li>❖ explains a particular economic problem.</li> <li>❖ <b>constructs views / arguments / ideas on the basis of collected / given information e.g.</b></li> <li>❖ people and their adaptation with different climatic conditions;</li> <li>❖ oral and written accounts of living historical legend makers;</li> <li>❖ people as a resource</li> <li>❖ gathers information about trails and tribulations of Nazism.</li> <li>❖ <b>extrapolates and predict events andphenomena e.g.</b></li> <li>❖ Weather phenomena</li> <li>❖ pollution and diseases</li> <li>❖ famine and poverty.</li> <li>❖ is able to visulize the consequences of famines and to discuss preventive measures.</li> </ul>
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<p>bar and pie diagrams</p> <ul style="list-style-type: none"> <li>❖ explain from the newspaper clippings or the teacher may provide data from Government report on poverty, food security, social exclusion and vulnerability, their causes and impact on society</li> <li>❖ develop bar/pie diagrams and also be able to plot the data in the diagram, e.g. population data, natural vegetation etc.</li> <li>❖ correlate topics with other disciplines for e.g. how various passes in the north and seaports in the south have provided passages to the travellers and how these passages have contributed in the exchange of ideas and commodities since ancient times</li> <li>❖ discuss on deforestation in the colonial period and their impact on lives of forest dwellers; link deforestation with geographical aspects such as the extent of land covered under forest in the colonial and contemporary times</li> <li>❖ discuss how the Forest Acts in the past and in the present influence various tribal communities including women</li> <li>❖ study a few political developments and government decisions and look at them from geographical importance and electoral constituencies</li> <li>❖ read history of democratic movements in various countries by underlining the geopolitical importance of countries</li> <li>❖ study historical events of 1940s and the Constitution</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>illustrates decision making / problem solving skills e.g.,</b></li> <li>❖ mitigating the impact of water pollution.</li> <li>❖ conservation of resources</li> <li>❖ problem of food shortage</li> <li>❖ avoid hunger and famines in India</li> <li>❖ deciding on the appropriateness of resources in historical events and developments</li> <li>❖ <b>illustrates the cause and impact of inequality in terms of distribution of resources between the rich and the poor.</b></li> <li>❖ <b>shows sensitivity and appreciation skills e.g.,</b></li> <li>❖ empathises with differently abled and other marginal sections of the society such as Scheduled Tribes.</li> <li>❖ appreciates political diversity</li> <li>❖ appreciates cultural diversity</li> <li>❖ appreciates religious diversity</li> <li>❖ recognises language diversity</li> <li>❖ recognises social diversity</li> <li>❖ empathizes with the people who were affected by wars, holocaust, natural and human-made disasters</li> <li>❖ recognises how physical and mental violence leads to immense suffering of human beings</li> <li>❖ <b>knows the constitutional provisions available to improve conditions of disadvantaged groups and minorities.</b></li> <li>❖ <b>makes sure whether the</b></li> </ul>
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<p>making in India during 1946-49</p> <ul style="list-style-type: none"> <li>❖ focus on the issues of land and agriculture as part of resources in geography with topics such as factors of production and food security as a component of agriculture</li> <li>❖ see linkages with political dimensions to highlight citizens right in a democracy and human beings as an asset for the economy</li> <li>❖ show a short documentary on like</li> <li>❖ 3 shades, mirch masala, manthan and link it with low incomes and poverty which can then be followed by discussion in classroom on conflict between economic development and environmental conservation</li> <li>❖ read the National Population Policy 2000 and discuss its content related to adolescence</li> <li>❖ use historical sources to comprehend the difference between fact and fiction when they read the literary works of difference authors.</li> <li>❖ assess novels, biography and poems composed at different points of our historical past</li> <li>❖ use pictures, cartoons and newspaper clippings to find out and discuss assumptions, biases and prejudices of various people. Teachers may guide learners to recognize the difference between facts and opinions using illustrative examples from socio, political and economic aspects.</li> <li>❖ explore and construct the holistic picture of the period under study using other sources</li> </ul>	<p>targeted population is supplied with essential commodities.</p>
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such as archaeological remains, official records, oral accounts. Discussion may be initiated on the following question:

- ❖ What is the source about?
- ❖ Who is the author?
- ❖ What message can be extracted?
- ❖ Is it relevant/ useful?
- ❖ Does it explain the event in totality?
- ❖ develop understanding that historical recorder are not free from subjectivity.
- ❖ dramatize from the examples of French revolution on Olympede Gouges on her protest against excluding women from the Declaration of Right of Man and Citizen highlighting the bias that existed in this historic document
- ❖ watch and note down the statements of politicians appearing regularly on TV or the newspaper articles on various issues and incidents. Teachers may also provide examples, and may also take students' own views on an issue to point out assumptions, biases, prejudices and stereotypes.
- ❖ list the details of wages paid to the males and females engaged in their area and discuss whether differences exists, if any, reasons may be provided.
- ❖ analyse different government schemes to ensure food security, employment generation, promotion of health and education in their area.
- ❖ ask questions to understand the mechanism of monsoon

for e.g. how effect of differential heating of land and water, shifting of Inter Tropical Convergence Zone (ITCZ), El Nino and jet streams influence monsoon.

- ❖ use enquiry skills to collect a variety of primary and secondary sources and print and digital materials to know how the ideals of freedom, equality, liberty and fraternity motivated political movements in France, in the rest of Europe and various anti-colonial struggles; projects, posters and models can be prepared on this area in groups.
- ❖ Collect the details on various topical, political, social or local issues from different newspapers, magazines and books. Compare different views about the same issues.
- ❖ explain a particular economic problem showing vulnerability faced by the disadvantage groups.
- ❖ analyse materials on green revolution.
- ❖ find out the details from data / experiences e.g. (a) how the relief of a place affects the population distribution;  
(b) how climatic conditions of a region affect the natural vegetation of a place?
- ❖ y get engaged in a role play on topics such as project tiger and protection of rivers and discuss the relevance of tiger protection in India.

<ul style="list-style-type: none"> <li>❖ record or gather (from internet/Youtube) the interviews of living legends who have experienced trials and tribulations of Nazism.</li> <li>❖ show e-content and analyse case studies related to the quality of population</li> <li>❖ gather information related to weather and population, from different sources such as daily newspapers and analyse recorded data/ information.</li> <li>❖ design a role play on the French Revolution and play the role of clergy, nobility, merchants, the peasants and the artisans; concluding remarks drawing assumptions of the feelings of each class can be given by facilitators of each group.</li> <li>❖ collect information on the famines in India. Explore the causes behind the famines in the colonial period.</li> <li>❖ Discuss what would have happened if such famines can reoccur in post independent India. Also discuss the preventive measures.</li> <li>❖ identify the factors causing a problem and decide creatively and critically to arrive at a solution(s) relating to river pollution, population growth, protection of flora and fauna etc.</li> <li>❖ engage in a class debate on the topic: whether the use of violence for addressing different forms of human right violation is appropriate approach or not.</li> <li>❖ plan and participate in extra-</li> </ul>	
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<p>curricular activities, daily chores in the school, sports, cultural programmes which require problem solving and decision making skills.</p> <ul style="list-style-type: none"> <li>❖ collect newspapers and magazines to show the impact of the concentration of resources in the hands of few.</li> <li>❖ illustrate the cause and impact of inequality in terms of distribution of resources between the rich and the poor</li> <li>❖ participate in group projects to recognise the values of flora and fauna and in disaster preparedness and waste management projects.</li> <li>❖ participate in activities that require conservation of environment (plants, water bodies etc.), water disputes – interstate and across the border and promote nature-human sustainable relationship.</li> <li>❖ raise questions to secure health care, education and job security for its citizens; people from community be invited to make presentation on improving these issues.</li> <li>❖ collect and compile variety of resources such as films, audio visuals, and photocopy of records, private papers, and press clippings from the Archives including original speeches of leaders associated with different historical events.</li> <li>❖ construct projects on themes like Nazism and tribal uprisings.</li> <li>❖ discuss the strategy of</li> </ul>	
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satyagraha and non-violence adopted by Gandhiji in achieving Independence of India; discuss different movement in the freedom struggle where satyagraha was adopted by the leaders to recognise the immense strength and courage it requires to internalise characteristics of satyagraha and non-violence to resolve conflicts.

- ❖ explore and examine the published records of the lived experiences of the survivor of Holocaust.
- ❖ study the Constitutional provisions available to improve conditions of disadvantaged groups, minorities; promotion of patriotism, unity of the country, equality of people, respect for all human beings, and doing one's duties, etc.
- ❖ Engage in role play / short drama to highlight the problem faced by poor as well as food insecure population followed by discussion.
- ❖ Identify the chain of ration shops established in your nearby area to ensure the supply of essential commodities for the targeted population
- ❖ Compose a short speech on gender equality and dignity for all (marginalised as well as Group with Special Needs)

## Class X (Social Science)

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learners may be provided with opportunities individually /in groups and encouraged to -</b></p> <ul style="list-style-type: none"> <li>❖ collect different soil samples from surroundings; recognise them with the help of their colour, texture and composition; relate them with the geographical areas of India shown on the map; study the process of formation of these soils</li> <li>❖ on different types of maps of India such as political, physical and outline map, wall map, atlas, list and label places/ areas where different agricultural crops, minerals, etc. are produced.</li> <li>❖ tactile maps may be used for students with visual impairments.</li> <li>❖ find meaning of resources, subsistence agriculture, plantation, etc. from dictionary of geography.</li> <li>❖ read different sources and discover the course of the Indian national movement till India's independence</li> <li>❖ get familiarize with the concepts of nation and nationalism</li> <li>❖ acquaint with the writings and ideals of different social, political groups and individuals</li> <li>❖ collect the details of social groups which joined the Non-Cooperation Movement of 1921</li> <li>❖ draw a timeline on significant events of India's national movement</li> <li>❖ collect the details of major languages of India and the number of persons speak those</li> </ul>	<p><b>The learner –</b></p> <ul style="list-style-type: none"> <li>❖ recognizes and retrieves facts, figures and narrate processes e.g.</li> <li>❖ identifies different types of soil, minerals, energy resources, renewable energy resources</li> <li>❖ locates areas / regions known for production of coal, iron ore, petroleum, rice, wheat, tea, coffee, rubber, cotton textile on the map of India.</li> <li>❖ defines important terms in geography such as resource, renewable and non- renewable resources, subsistence agriculture, plantation, shifting agriculture</li> <li>❖ defines economic terms such as sustainable development, gross domestic product, per capita income, human development index, multinational company, foreign investment</li> <li>❖ lists different forms of money and sources of credit, rights of consumers</li> <li>❖ recalls names, places, dates, people associated with some important historical events and developments such as French Revolution, nationalism, industrialisation, globalisation, and urbanisation</li> <li>❖ defines terms and concepts such as nationalism, colonialism, orientalism, democracy, satyagraha, and liberty.</li> <li>❖ defines important terms such as federalism, diversity, religion, political party</li> </ul>

languages from latest reports of  
Census of India and discuss

- ❖ read the Indian Constitution  
and discuss various parts in it

- ❖ collect a variety of resources e.g. forests, water, minerals, etc. and use a variety of criteria to group and display in the class
- ❖ relate different cropping patterns in India and their impact on economic development and discuss in the class
- ❖ use internetto study interactivethematic maps e.g. agriculture, minerals, energy, industry, etc. on School Bhuvan-NCERT portal
- ❖ discuss the relationship / difference between European nationalism and anti-colonial nationalisms;
- ❖ discuss industrialization in the imperial country and in a colony,
- ❖ study globalization in different contexts. y find out about the anti-colonial movement in any one country in South America and compare with India's national movement based on certain parameters
- ❖ collect the details of how globalization is experienced differently by different social groups using goods and services used by people in their daily lives such as television, mobile phones, home appliances, and others and discuss.
- ❖ study different types of governments in the world - democratic, communist, theocratic, military dictatorships, etc. Within democracies also various forms of governments, such as federal and unitary, republican and

- ❖ **classifies and compares events, facts, data and figures e.g.,**
- ❖ classifies types of resources, minerals, farming e.g. subsistence and commercial farming
- ❖ compares areas growing rice and wheat on the map of India
- ❖ compares visuals such as the image of Bharatmata with the image of Germania
- ❖ compares European nationalism with anti-colonial nationalism in countries such as India, South America, Kenya, Indo China
- ❖ compares per capita incomes of some important countries
- ❖ differentiates consumer' rights
- ❖ classifies occupations and economic
- ❖ activities into sectors using criteria
- ❖ compares the powers and functions of state and central government in India
- ❖ classifies national and regional political parties in India
- ❖ explains the terms used in political discussions and their meaning e.g., Gandhian, communist, secularist, feminist, casteist, communalist, etc.
- ❖ **explains cause and effect relationship between phenomena, events and their occurrence e.g.,**
- ❖ explains factors responsible for production of different crops in India
- ❖ explains industries and their impact on environment
- ❖ explains the cause and effect between different historical events and developments such

monarchy, etc., can also be studied.

- ❖ read the functioning of state governments ruled by different parties or coalitions; examine their specific features such as their slogans, agenda, symbols, and characteristics of their leaders
- ❖ study the distinctive features of different political parties
- ❖ collect the details of economic details of states and countries. For example, based on the human development index, they can classify a few countries. They can also group or categorize countries on the basis of Gross Domestic Product (states on the basis of state domestic product), life expectancy and infant mortality rates etc
- ❖ collect the details of economic activities / jobs / occupations in their neighbourhood and group them using a few criteria. Example, organised and unorganised / formal and informal/ primary-secondary-tertiary
- ❖ collect data on sources of credit from their neighbourhood – from where people borrow and group them into formal and informal
- ❖ overlay thematic layers of maps on School Bhuvan NCERT portal e.g. distribution of rice in India and overlay layers of soils, annual rainfall, relief features and swipe these layers to establish cause and effect relationship
- ❖ classify different types of industries based on raw materials, locate them on the map and relate them with pollution in nearby areas.
- ❖ find out about the changes in print technology in the last 100

as the impact of print culture on the growth of nationalism in India

- ❖ examines the impact of technology on food availability.
- ❖ assesses the impact of the global transfer of disease in the pre-modern world in different regions of the world  
e.g. in the colonisation of America
- ❖ analyses the impact of overuse of natural resources such as ground water and crude oil
- ❖ y analyses the change in sectoral composition of gross domestic product
- ❖ analyses the consequences of dependence on different sources of credit
- ❖ explains the policies and programmes of different political parties in the states of India
- ❖ **analyzes and evaluates information e.g.,**
- ❖ assesses the impact of conservation of natural resources on the life of people in any area in view of sustainable development
- ❖ analyses indigenous / modern methods of conservation of water / forests / wildlife / soil
- ❖ explains victories and defeats of political parties in general elections
- ❖ evaluates various suggestions to reform democracy in India
- ❖ analyses texts and visuals such as how symbols of nationalism in countries outside Europe are different from European symbols
- ❖ assesses the impact of MNREGA, role of banks as a source of credit
- ❖ assesses the impact of globalisation in their area / region / local economy
- ❖ analyses the contribution of different sectors to output and employment



years. Discuss the changes, why they have taken place and their consequences.

- ❖ read various provisions of the Indian Constitution as causes, and the resulting political scenario as its effects. For example, the independent status of the judiciary effected in smooth functioning of federalism
- ❖ discuss (a) why a large section of India's population depend on primary sector;
- ❖ (b) what contributed to rapid increase in service sector output
- ❖ conduct a survey among neighbourhood, households and collect the reasons for their dependence on formal or informal sources of credit. Teachers can then organise debate on whether or not banks contribute to needy borrowers living in rural areas in the class
- ❖ collect stories of communities involved in environmental conservation from different parts of India and study them from geographical perspective
- ❖ collect and discuss the details of people's participation in environmental conservation movements and their impact on socio-cultural life of the region  
e.g. Chipko and Appiko Movements.
- ❖ collect data from Economic Survey of India, newspaper, magazines related to gross domestic product, per capita income, availability of credit for various households, land use, cropping pattern and distribution of minerals in India, production of cereals for different years and convert them into pie or bar graphs and study the pattern and display in the class.
- ❖ familiarize with pictures, photographs, cartoons, extracts from a variety of original

❖ **Interprets e.g.,**

- ❖ maps
- ❖ texts
- ❖ symbols
- ❖ diagrams such as pie and bar
- ❖ cartoons
- ❖ photographs
- ❖ posters
- ❖ newspaper clipping
- ❖ water scarcity in different areas/ climatic regions
- ❖ changes in maps brought out by various treaties in Europe
- ❖ draws the sea and land links of the trade from India to West Asia, South East Asia and other parts of the world.
- ❖ draws and interpret pie and bar diagrams of data related to gross domestic product, production in different sectors and industries, employment and population in India
- ❖ **draws inter-linkages within Social science**
- ❖ analyses changes in cropping pattern, trade and culture
- ❖ explains why some regions of India are developed
- ❖ analyses the impact of trade on culture
- ❖ **draws inter-linkages within Social science**
- ❖ analyses changes in cropping pattern, trade and culture
- ❖ explains why some regions of India are developed
- ❖ analyses the impact of trade on culture
- ❖ shows the linkages between economic development and democracy
- ❖ **identifies assumptions/biases / prejudices/stereotypes about various aspects e.g.,**
- ❖ region
- ❖ rural and urban areas
- ❖ food habits
- ❖ gender
- ❖ language
- ❖ idea of development

sources — eye witness accounts, travel literature, newspapers/journals, statements of leaders, official reports, terms of treaties, declarations by parties, and in some cases contemporary stories, autobiographies, diaries, popular literature, oral traditions to understand and reconstruct histories of important historical events and issues of India and contemporary world

- ❖ observe and read different types of sources; think of what these say, and why a thing is represented in a particular way. Raise questions on different aspects of pictures and extracts to allow a critical engagement with these i.e. visuals of cloth labels from Manchester and India; carefully observe these and answer questions like: What do they see in these pictures? What information do they get from these labels? Why images of gods and goddesses or important figures are shown in these labels? Did British and Indian industrialists use these figures for the same purpose? What are the similarities or differences between these two labels?
- ❖ study and discuss different perspectives on diversification of print and printing techniques.
- ❖ critically examine the implementation of government schemes based on learners or their family's experiences such as Mid-day meal scheme, loan waiver schemes for farmers; scholarships through cash transfer to students; schemes to provide liquid petroleum gas to low income families: life insurance scheme for low income families / scheme of financial support for house construction, MUDRA etc. They

- ❖ voting behaviour
- ❖ caste
- ❖ religion
- ❖ democracy
- ❖ political parties
- ❖ marginalised and differently abled groups
- ❖ identifies many sides of various developments such as globalisation and industrialisation
- ❖ critiques the notion of progress and modernity
- ❖ **demonstrates skills of inquisitiveness/enquiry e.g., pose questions related to**
- ❖ concentration of industries in certain areas
- ❖ scarcity of potable water
- ❖ role of women in the nationalist struggles of different countries
- ❖ issues related to various aspects of financial literacy
- ❖ working of democracy from local to national level
- ❖ **constructs views / arguments / ideas on the basis of collected or given information e.g.**
- ❖ cultural diversity of any region
- ❖ historical events and personalities
- ❖ economic issues such as economic development and globalisation
- ❖ critically examines (i) definitions commonly available in textbooks for various economic concepts; (ii) methodology used to estimate gross domestic product, poverty, money supply, and size of the organised / unorganised sector
- ❖ **extrapolates and predicts events and phenomena e.g.**
- ❖ predicts the impact of pollution of water, air, land and noise on human health.
- ❖ predicts natural disasters due to deforestation.
- ❖ infers and extrapolates from situations such as how artists and writers nurture nationalist sensibilities through art,

may be guided to supplement with data / news clippings as evidences.

- ❖ overlay maps showing distribution of resources e.g. minerals, industries on the map of India and relate it with physical features of India and climate by overlaying the layers on School Bhuvan NCERT portal and analyze the maps
- ❖ elaborate relationship between different thematic maps using atlas
- ❖ locate places, people, regions (affected by various treaties such as Treaty of Versailles, economic activities etc)
- ❖ find and draw interconnections among various regions and the difference in nomenclatures of places used for various regions and places during this period and present day i.e. learner can be asked to find and draw the sea and land links of the textile trade from India to Central Asia, West Asia and Southeast Asia on a map of Asia
- ❖ study the political maps of the world and India to recognise a country's importance and role in world politics
- ❖ examine political maps of states, consider their size and location and discuss their importance in national politics
- ❖ locate the places in which important multinational corporations set up their offices and factories on the India map and discuss the reasons behind the choice of location and its implication on people's livelihood
- ❖ read cartoons, messages conveyed in sketches, photographs associated with political events and participate in discussions.
- ❖ read demographic data, data

literature, songs and tales.

- ❖ comes out with answers creatively if (a) India stops importing petroleum crude oil; (b) multinational companies are closed; (c) the nature of employment in India in 2050; (d) what would happen if all schools and hospitals in India are privatised.
- ❖ **illustrates decision making / problem solving skills e.g.,**
- ❖ comes out with solutions to the following issues in his or her own area
- ❖ problems related to agriculture and transport
- ❖ generates employment opportunities
- ❖ improves access to credit for low income families
- ❖ assesses how certain developments in colonial India were useful for both colonisers as well as nationalists in different fields such as literature, transportation and industries
- ❖ **shows sensitivity and appreciation skills e.g.,**
- ❖ empathises with differently abled and other marginal sections of the society such as forest dwellers, refugees, unorganised sector workers
- ❖ appreciates political diversity
- ❖ appreciates cultural diversity
- ❖ appreciates religious diversity
- ❖ recognises social diversity
- ❖ empathizes with the people who were affected by displacement, extremism and natural and human-made disasters, Indian indentured labourers working in different countries such as Caribbean and Fiji.

related to political party preferences and social diversity.

- ❖ collect news clippings / texts from popular magazines and journals pertaining to developmental issues, globalisation and sustainable development and synthesize the details and present in the class.
- ❖ convert tables relating to GDP, and employment, in primary, secondary and tertiary sectors into pie, bar and line diagrams.
- ❖ interpret charts using a few parameters and describe the patterns and differences. They can refer to books, Economic Survey of India for the latest year and newspapers.
- ❖ locate production of raw materials on the map of India and relate them with economic activities and development of that area e.g. coal, iron ore, cotton, sugarcane, etc
- ❖ collect information about the development of different areas of India since Independence
- ❖ find out the linkages among various subjects through examples and do group projects on some topics; e.g. group project on 'Globalization'. Teachers may raise questions like, is it a new phenomenon or does it have a long history? When does this process started and why? What are the impacts of globalization on primary, secondary and tertiary activities? Does it lead to inequality in the world? What is the importance of global institutions? Do these institutions play a major role in globalization? How do they influence the developed countries on the role of these institutions? What do you mean by global economy? Is economic globalization a new phenomenon? Are environmental problems global problems or local problems? How can globalization potentially contribute to better

environment?

- ❖ study the rate of and features of economic growth in democracies and under dictatorship.
- ❖ examine time series data on GDP and other economic aspects since 1950s;
- ❖ debate on (a) How India's freedom struggle was related to India's economy?(b)Why India did not go for privatisation of manufacturing activities after 1947? (c) why developed nations depend on countries such as India for leather and textile goods more now and not earlier; (d) why multinational corporations from developed nations set up their production and assembly units in developing countries and not in their countries and its impact on employment in their own countries
- ❖ discuss on why manufacturing sector multinational companies (Gurugram in Haryana) and service sector multinational companies (Bengaluru in Karnataka) are located in specific places
- ❖ the relevance of geographic factors collect information regarding religion, food habits, dress, colour complexion, hair, language, pronunciation, etc. of people living in different geographical regions of India.
- ❖ list biases/prejudices, stereotypes against people living in different geographical regions and discuss about these in the classroom
- ❖ raise questions on developments that are seen as symbolising modernity i.e. globalization, industrialization and see the many sides of the history of these developments i.e. learner can be asked: Give two examples where modern development that is associated with progress has led to



problems. Think of areas related to environmental issues, nuclear weapons or disease

- ❖ read the statement of leaders or political parties in newspapers and television narratives to examine truth, bias and prejudices. Similarly, various demands of political parties from time to time may also be analysed
- ❖ reflect on why popular prejudices/ stereotypes prevail about low income families, illiterates and person with low literacy levels, disabled, person belonging to certain socio, religious and biological categories. Teachers may facilitate learners to discuss their origin and review
- ❖ discuss the probable assumptions behind the (a) promotion of sustainable development practices; (b) enactment of few national level Acts such as Consumer Protection Act 1986; Right to Information Act 2005; Mahatma Gandhi National Rural Employment Guarantee Act 2005 and The Right of Children to Free and Compulsory Education Act 2009. Students may need to get the details of situation in the years when these laws were enacted from elderly persons, parents and teachers show industrial regions on map and relate it with infrastructure development of that region. Why are industries located nearby rivers, railways, highways, raw material producing areas, market, etc.?
- ❖ show water scarcity in visuals such as snow covered areas of Kashmir, dry regions of Gujarat and flood prone areas of West Bengal; learners may be asked to investigate reasons of water scarcity of each region located in different climatic areas and



prepare report or chart.

- ❖ answer questions like ‘Why did various classes and groups of Indians participate in the Civil Disobedience Movement?’ or ‘How did the Indian National Congress respond to the Partition of Bengal and why?’ and point out to them the need to look for supplementary literature on issues, events, personalities in which they may express an interest to know more.
- ❖ participate in teacher-guided debates on the advantages and drawbacks of democracy
- ❖ choose one example from economics related with developmental issues and collect economic information and come out with solutions e.g. (a) employment (is India generating employment opportunities sufficiently?) (b) GDP (why only service sector is able to increase its share much more than other sectors? (c) financial issues (how to improve credit access to low income families?)
- ❖ challenge assumptions and motivated to come out with creative solutions to specific social, economic or political issue in their area, region or state examine maps of India- (physical and political), latitudinal and longitudinal extent of India, relief features, etc. and come out with ideas about the impact of these on cultural diversities of the regions
- ❖ display different themes of history through creatively designed activities and role play on any event or personality of their liking
- ❖ engage in debates on interpreting different events both from historical and contemporary viewpoint

- ❖ help them prepare digital, print as well as audio –visual materials which can be converted in to Braille
- ❖ participate in group discussions on changes within rural economies in the contemporary/modern times
- ❖ find information from elders, newspapers/T.V. reports about pollution in water bodies such as rivers/lakes/wells / ground water, etc. and foresee health issues in their neighbourhood. For example, the effect of arsenic in the groundwater in West Bengal.
- ❖ discuss impact of deforestation in soil erosion in hilly areas of North East Region and relate them with floods and landslides.
- ❖ imagine a conversation between two persons participating in freedom struggle in India. Learners answer questions such as what kind of images, fiction, folklore and songs, popular prints and symbols would they want to highlight with which people can identify the nation and what do all these mean to them.
- ❖ gather information with the help of teacher / parents / peers on exports and imports, current employment situation, details of schools and hospitals to see the trends. collect problems related to agriculture in his/her own area and come out with remedial measures
- ❖ imagine a conversation between a British industrialist and an Indian industrialist, who is being persuaded to set up new industry. Learners in such a role play answer questions such as (a) what reasons would the British industrialist give to persuade the Indian industrialist and (b) what opportunities and benefits the

Indian industrialist is looking for.

- ❖ conduct extra-curricular activities, daily chores in the school, sports, cultural programmes by students to help decision making and problem solving skills
- ❖ describe their goals in life and how they are going to achieve;
- ❖ review sources of credit and their impact. They can be encouraged to discuss various solutions for easy access to credit with low interest rates;
- ❖ come out with new ways of generating employment/ create new jobs;
- ❖ submit group projects suggesting the steps to be followed in their daily life promoting sustainable development practices
- ❖ discuss the work done by peer/ differently abled persons and the need to cooperate with each other
- ❖ provide illustrative examples of conflicts on several issues such as river water/ dam/ land-industry/ forestland and forest dwellers, etc. through textbooks, newspapers, etc. They may be guided to debate these issues in groups and come out with creative solutions read stories of lived experiences of individuals and communities of the period i.e. learner can imagine him/ her as an indentured Indian labourer working in the Caribbean. Based on details collected from the library or through internet, learner can be encouraged to write a letter to family describing his/her life and feelings
- ❖ prepare posters with drawings and pictures and make oral and written presentation on the significance of the non-violent

struggle for swaraj

- ❖ discuss the life around their place of living and the school locality. Select available local examples apart from the relevant lessons in the textbook, to teach sensitivity and peaceful resolution of contentious issues
- ❖ participate in role play on (a) challenges faced by low income families, disabled / elderly persons, people suffering from pollution; (b) different ways through which consumers are denied their rights and challenges consumers face to get their grievances addressed
- ❖ discuss the impact of wars and conflicts on daily lives of people including schooling in different Indian states
- ❖ collect details of countries in which wars and conflicts took place recently but were able to and grow economically and organize discussion

## **Suggested Pedagogical Processes in an inclusive setup**

The curriculum in a classroom is same for everyone. This means all students can actively participate in the classroom. There may be some students who may have learning difficulties including language, visual-spatial or mixed processing problems. They may require additional teaching support and some adaptation in the curriculum. By considering the specific requirements of children with special needs, few pedagogical processes for the teachers are suggested below:

- ❖ Use detailed verbal descriptions of graphical representations and pictures like maps. These can be also made tactile with proper contrasts.
- ❖ Use models, block paintings.
- ❖ Use examples from everyday life for explaining various facts/concepts.
- ❖ Use audio visual materials like films and videos to explain abstract concepts; for example, discrimination, stereotyping etc.
- ❖ Develop embossed time line for memorising; for example, different historical periods.
- ❖ Organise group work involving debates, quizzes, map reading activities etc.
- ❖ Organise excursions, trips and visits for the students to historical places (educational tour).
- ❖ Involve students in exploring the environment using other senses like smell and touch.
- ❖ Give a brief overview at the beginning of each lesson.
- ❖ Provide photocopies of the relevant key information from the lesson.
- ❖ Highlight/underline the key points and words.
- ❖ Use visual/graphic organizers like time lines (especially for explaining chronology of events), flow charts, posters etc.
- ❖ Organise group work involving activities like cut and paste, and

make use of pictorial displays, models, pictures, posters, flash cards or any visual items to illustrate facts/concepts.

- ❖ Plan occasions with real life experiences.
- ❖ Use films/documentation and videos.
- ❖ Use magazines, scrapbooks and newspapers etc. to understand the textual material.
- ❖ Draw links with what has been taught earlier.
- ❖ Make use of multisensory inputs.
- ❖ All examples given with pictures in the textbook can be narrated (using flash cards, if required).
- ❖ While teaching the chapters, use lot of graphic organizers, timelines and tables as this will make the task simpler.
- ❖ Maps should be enlarged and colour coded.
- ❖ The text, along with pictures, can be enlarged, made into pictures cards and presented sequentially as a story. Sequencing makes it easier to connect information.
- ❖ Asking relevant questions frequently to check how much the child has learnt as it helps in assimilating information.
- ❖ Teach and evaluate in different ways, for example, through dramatisation, field trips, real life examples, project work etc.
- ❖ Highlight all the important phrases and information.
- ❖ Pictures may be labelled and cap



