

Draft

Development of Curricular Expectations and Learning Indicators (SS) at Elementary Stage

INTRODUCTORY NOTE

The National curriculum Framework 2005 recommends that learner's life at school must be linked to the life outside the school. This principle is departure from the system that causes a gap between the school and the environment of the learners. The text-books developed on the basis of NCF signify an attempt to implement this basic idea. This attempt also discourages rote learning and mitigates the boundaries between various subjects. To achieve this goal NCERT, an apex body in the field of making syllabi, also has made an attempt in developing curricular expectations and learning indicators in social sciences . These tools also will make the learners enable to absorb the context of the text-books in true sense. But there are some limitations in the work done by NCERT. It demands some modifications taking in view the regional disparities especially for Punjab. The pedagogical areas sorts out by NCERT are too brief to understand. There is some vagueness in expectations from learners and outcomes areas also. There is also a need to develop these areas on the concept basis. So to clarify more these areas, SCERT has framed a committee of DIET faculties and some devoted teachers from the field for Social Science/ EVS. Dr. Buta Singh Sekhon (DIET Ahmedpur), Manohar Dass (DIET Ahmedpur), Yadwinder Singh(GSSS Bareta), Navneet Kakkar (GPS Gamiwala), Gurpreet kaur (GPS Tibbi Hari Singh), Mewa Singh (GHS Burj Rathi), Vinay Kumar(GSSS Kulriyan) are taken in this committee. We hope that work done by the committee will do make up the short comings that are in the work done by NCERT. We also heartily well comes suggestions given by the learned faculty of DIET's and schools.

Curricular Expectations and Learning Indicators in Social Science at Upper Primary Stage

Introduction

Social science is an [academic discipline](#) concerned with society and the relationships among individuals within a society. The purpose of social studies education is to help learners develop social understanding (i.e., knowledge of people and places near and far [geography] and now and then [history]) and civic efficacy (i.e., the ability to think and act as a democratic citizen in a diverse nation and an interdependent world). The Social Sciences have been a part of 'Environmental Studies' before upper primary stage. Environmental Studies draw the child's attention to the broad span of time, space and life in the society, integrating this with the way in which they come to see and understand the world around her/him. Social Sciences help to develop social, cultural, and analytical skills required to adjust to an increasingly interdependent world and to deal with political and economic realities. At upper primary level, we deal with social sciences that encompass diverse concerns of society and include a wide range of content, drawn from the disciplines of geography, history and social and political life.

Without historical understanding, there can be no wisdom; without geographical understanding, no cultural or environmental intelligence. Without economic understanding, there can be no sane use of resources and no rational approach to decision making and, therefore, no future. And without civic understanding, there can be no democratic citizens and, therefore, no democracy. In an inclusive classroom strategies have to be planned for teaching learning according to the need of children as there may be differently abled children in a classroom. Hence sign language, audio books, tactile maps etc may be used for them.

Curricular expectations:

- View contemporary issues from multiple perspectives introducing the child to social and economic problems of society like poverty, illiteracy, child and bonded labor, class, caste, gender, environment etc.
- Develop a proper perspective related to their uses and concerns related to environment, resources and development at different levels from local to global.
- To acquire a general idea of development in different periods of History
- Understand the formation and functioning of governments at the local, state and central level and the democratic processes of participation.
- Making the perspectives of women integral to the discussion of any historical event and contemporary concern
- Develop ability to think independently and deal with the social forces that threaten human values, without losing her individuality

The disciplines of social sciences have distinct methodologies that often justify, the preservation of boundaries. Hence, the discipline specific curricular expectations, with exemplar pedagogical process and specific learning indication that can be visible among learners are provided below.

Geography

CURRICULAR EXPECTATIONS:

Has an understanding about the earth as the habitat of human kind and other forms of life.

- Knows that earth provides ideal conditions for all forms of life

Knows about major realms of the earth- Lithosphere, Hydrosphere, Atmosphere and Biosphere

- Can identify major landforms- mountains, plateaus and plains and their affect on humans.
- Understands the interdependence of various region and countries
- Knows her/his own region, state and country in the global context

Has an understanding about Environment and their components

- to enhance the relevance of environment and their spheres .
- Knows about the biotic and biotic components.
- Knows about the biosphere and its relevance to human beings.

Acquires basic skill of map reading

- Understands the difference between a sketch and a map
- Knows about the components of a map
- Can read a simple map

➤ **Acquires basic skill of Technology**

- communicating well in diverse settings and groups, using written, oral, and visual means;
- employing both quantitative and qualitative analysis to describe and solve problems; and
- working well in teams, including those of diverse composition, and building consensus.

Study and Inquiry Skills

- Using and making time lines, maps, globes, charts, and graphs
- Locating, reading, and analyzing information from a variety of Resources, such as books, encyclopedias, the Internet, newspapers, and Libraries
- Writing reports and giving oral presentations
- Distinguishing between primary and secondary sources
- Forming and testing hypotheses

Understands the different realms of the earth

- Knows about interdependence of environment's components (water, air and land) and their importance in our life.

- Appreciate and has sensitivity towards environment conservation
- Knows about the human settlements and climates - their variety, location, distribution, and importance.
- Knows about the adaptations.
- Appreciates the role of human resources.
- Has awareness towards the conservation and sustainable development.

History

CURRICULAR EXPECTATIONS:

A general idea of the development in different periods of History

- Political, economic, social and cultural developments in different periods.
- Identifying similarities and differences in these developments over a period of time
- Understanding how some things change over time and some things remain the same.

How historian's work

- Sources-Meaning and Importance
- Different periods and different kind of sources
- How to interpret sources

Understanding what is historical diversity

- History of different regions, different castes, different classes, different gender, different tribal societies, religious groups and different ways of life
- Link between History of different groups and societies

Introduction to timelines and historical maps and their importance

- Locate the developments of one region in relation to what was happening elsewhere

Develop capacity for empathy and imagination

- Concern for justice, equality and preservation of heritage.

Civics

CURRICULAR EXPECTATIONS:

Develop ability to think independently and deal with the social forces that threaten human values, without losing her individuality

- Create a strong sense of human values, namely, freedom, trust, mutual respect, and respect for diversity.
- Making learners alert to the social forces that threaten these values.
- Produce sensitive, interrogative, deliberative and transformative citizens.
- Imbibe the ideals of the Indian constitution

Enable to view contemporary issues from multiple perspectives.

- Acquire social living skill-social adjustment, social sensitivity etc. and expresses self-control
- Develop desirable attitude towards other national, racial and gender
- Grasp the interconnectedness between political, social and economic issues.

Understand the formation and functioning of governments at the local, state and central level and the democratic processes of participation.

- Gain a real sense of the workings of Indian democracy; its institutions and processes.
- Learns to critically engage by constructing herself as an interested citizen of a vibrant and on- going democratic process.
- Develop attitudes and skills necessary for effective and responsible democratic citizenship
- Different forms of government and the laws and freedoms available to all

Understand the real-life functioning of institution like the family, market, and the state and ideals

- Enable to the deep interconnectedness between the political and social aspects of her/his everyday life and its impacts in the realm of economic decision making
- Learn about ways of making a living , market operations, inequity in market, role, and functions of
- Understand markets and their function to link scattered producers and consumers
- Link between peoples aspirations/ needs and role of government

Making the perspectives of women integral to the discussion of any historical event and contemporary concern and the role gender plays in ordering social and economic lives

- Epistemic shift from the patriarchal preconceptions
- Role of gender in creating unequal and hierarchical relations in society
- Recognize the gendered nature of all issues understand the invisibilities of women`s labour

Learning Indicators for Social Science

Class-VI

Geography

Conceptual Area	Pedagogical Process	Learning Indication	Learning Outcomes
Earth Solar System, Major Domains,	-Providing opportunities to observe natural phenomenon in the environment during and after school time.	<i>-Learners take interest in observing the environment.</i> <i>-Know about planets and place of earth</i>	- Learners will be able to understand the solar system in universe. -The learners know about unity

<p>Landforms and motions of earth. Climate, Vegetation and wildlife</p>	<ul style="list-style-type: none"> -Explaining natural phenomenon with various activities and teaching aids especially Globe. - Motivating learners to ask questions especially the reflecting questions. - Appreciating observations of learners in various ways - Visiting nearby planetarium. - Preparing sketch charts with movements of planets, meteoroids and asteroids. - Holding quizzes competition. -Providing appropriate opportunities for sharing and expressing the observation experienced by them. - Providing Project work, self and peer group work. -On the map of India, the place will be located with various natural vegetation and wild life. -What will happen if monsoons were weak or even verse or failed to occur one year? -What will happen if tiger vanish from our forests? -Have u ever visited any tiger reserves or a zoo where tigers are kept. -What kinds of birds migrate to our country in winter -Cut the outline of the continents from the outline map of the world and arrange them according to their decreasing size. -Collect picture of expeditions to the Himalaya -Take a ball to represent the earth and a lighted candle to represent the sun. Mark a point on the ball to represent Town 'X'. Place the ball in such a way that the town 'X' is in darkness. Now rotate the ball from left to right. The town will have its sun rise. -A pencil, two pins and a loop of threads. Fix these pins on a paper. Put the loop on the paper enclosing these two pins inside the loop. Hold the pencil and draw the 	<p><i>in universe.</i></p> <p><i>-Use of English sentences "My Very Efficient Mother Just Served Nuts" to remember the planets in sequence.</i></p> <p><i>-Take interest in sharing their experiences.</i></p> <p><i>-Sensitivity towards the protection of environment e.g. conserving natural vegetation and wild life.</i></p> <p><i>-Show interest of the influence of land , climate vegetation and wild life on human life</i></p> <p><i>- Show interest in reading of map</i></p> <p><i>-show curiosity in increasing and decreasing shadows of trees, building etc.</i></p>	<p>and cause of revolving the planets around the sun.</p> <p>Will know the about the impact of soil, climate, vegetation, wildlife on human life.</p> <p>Will get awareness of the protection of wild-life and vegetation.</p>
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	<p>line keeping the thread tight and moving the pencil along it. the figure represents an ellipse</p> <ul style="list-style-type: none"> -Motivating the learners to observe their surroundings. -To encourage the physiographic & some physical feature in their surroundings - Motivate to ask questions about various landforms of earth <p>Explanation about broad Physiographic division of India from physical map of India.</p>	<p><i>-Identify broad Physiographic divisions of India.</i></p> <p><i>- Know about some physical features of their surroundings.</i></p> <p><i>-Compare and contrast with their own life to the surroundings</i></p>	<p>Able to identify the various landforms of India.</p> <p>-Able to understand the relation between the domain of the earth and their impact on human life.</p> <p>-Enable to get the knowledge of various domains of the Indian sub-continent.</p>
<p>Globe and Map Latitudes, longitudes and components of map</p>	<ul style="list-style-type: none"> - Explaining the difference between sketch and map. - Encourage learners to make a sketch of their route from home to school. - Indicate the direction every time, the learners take a turn. - Draw a map of school. - Mention the scale used to draw the map. - Used symbols and signs to indicate various areas of school such as classroom, playground, laboratory and library. - Learners draw the map on black board. - Why the different colors used on maps with the help of geographical features. 	<p><i>- Take interest in making route from home to school.</i></p> <p><i>- Ask questions about direction, symbols and colors.</i></p>	<ul style="list-style-type: none"> - Can identify directions with sun as a reference point. - Can make a simple sketch. - can difference between a map and a sketch. - can identify political and physical map of India. - can identify places, symbols on map <p>-Able to understand about the shape and size of earth.</p> <p>- What is the difference between</p>

	<ul style="list-style-type: none"> - Explain about components of maps namely distance, direction and symbols. - Latitudes and Longitudes and other important lines drawn on a big ball. - Different colors used to differentiate Longitudes and Latitudes. - Equator, tropic of cancer and tropic of Capricorn arctic and Antarctic circle pointed on the blank world map. - Standard midiron drawn in map of India. 	<ul style="list-style-type: none"> -<i>Take interest in drawing imaginary lines on ball</i> - <i>Show curiosity about the maps because they are miniature pictures of the state, country etc.</i> -<i>Take interest to watch globe and map.</i> - <i>Ask questions about the imaginary lines and their impact on human life.</i> 	<p>globe and map?</p> <ul style="list-style-type: none"> - How to study globe for specific information. - About imaginary lines that appear on a globe. - What are longitude and latitude? - How to locate a place on a globe. - What is the difference between globe and map? - How to locate a place on a map. - About imaginary lines that appear on a map. - Different colors and symbols showing different physical features about directions
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Learning Indicators for Social Science

Class-VI

History

Conceptual Area	Pedagogical Process	Learning Indication	Learning Outcomes
Sources	<ul style="list-style-type: none"> -Familiarize the learners about the concept of history with help of surroundings of learners because everything has its history. -Introduce the importance of discipline with genealogy of learners's family -Help the learners to know about history with the help of sources find in the surroundings of learners -Then the learners acquainted with various types of sources e.g. coins, manuscripts, inscriptions etc. -Familiarize the learners about the tools used by the earlier human beings especially stone tools. -Visit a museum -Preparing a scrap book of tools of the earlier human beings from text book. -Familiarize the learners with hunting and gathering as a way of life by way of making two columns in the notebook -Introduce the learners with the domestication e.g. crops, animals, houses etc. with the help of their surroundings. 	<ul style="list-style-type: none"> -Show awareness of various types of Historical sources their significance and the importance of history -The learners also think about why the historian writes the history. -The learners appreciate the skills and knowledge of hunting and gathering of that age. -They show their active engagement in discussion about the similarities and differences between that age and this age 	<ul style="list-style-type: none"> -Able to understand the concept and importance of history, importance of historical source and the importance of historians. -To enable to understand the difficulties ,conditions of the hunter-gatherer life -Know about the progress man has made since that time.
Harappan	-To know about the Harappa civilization its peculiar,	-Show interest and	-Able to the use of historical

civilization	<p>architectural characteristics, draft production and its urbanization with the help of museums, making lists of all the toys shown in the lesson and the things learners eat today.</p> <p>-Describe the three important building the city or village in the learners's surroundings. Description of the purpose of these buildings</p>	<p>appreciate the skills and knowledge of the Harappa people</p> <p>-Appreciate the distinctive life in cities in the harappan age. the learners are attempting to find out the differences/ similarities between their own life & the Harappa life</p>	<p>sources to know about the past</p> <p>-Enable to know the difference between urban and rural life.</p> <p>-To enable to know the chronological order of the events.</p>
Vedic age	<p>-Introduce the concept of the state, its process of formation, verities and the concept of empire with appropriate examples with the help of modern state and its election system. Discussion holds to differentiate between the modern prime minister/president and the king. Acquaint them with the importance of inscription as a source.</p>	<p>-The learners try to understand the working of different administrative units</p> <p>-learners take part in role play activities. They also show interest in the discussion of similarity and differences between present elections and janpath elections. They also attempts to articulate on the reason behind the writing of certain things</p>	<p>-Able to differentiate the administrative system of past and modern.</p> <p>-Able to know the process of promotion of state</p> <p>-The electoral process of the janpath and in the present time.</p>
New Ideas	-Discuss about the main religions with the learners and	- The learners	-Enable to understand the

	<p>discuss the similarities and differences between learners's religion and Jainism and Buddhism.</p> <p>-With the help of picture and text books differences between Jainism and Buddhism discussed</p> <p>-The content in which the new ideas developed and flourished.</p>	<p>understand the main ideas of different system of thought.</p> <p>tries to make a picture of different thoughts relate to India's past with contemporary development in the other part of the world</p> <p>- Show interest in the similarity and differences between various religions.</p>	<p>condition under which the Jainism and Buddhism came in to existence and flourished</p> <p>-Compare and contest the Jainism and Buddhism with other religions.</p> <p>-To enable to develop the secular state of mind</p>
Empires	<p>-Demonstrate and discussion about the variety of urban centre of modern India. E.g. capitals, coastal towns, religious centre at least one example of each and with compression of these urban centers, demonstration and discussion about the early urban centers. Learners are encouraged to look at coins, sculptures as well as written sources & see things to understand the social economic history.</p> <p>-Dynasty of Mourian, Gupta are discussed with reference to with modern polity.</p> <p>-The remains of Mourian and Gupta period shown or visited if feasible</p>	<p>-the learners often attempt to find out the differences/ similarities between present day urban centers with the one discussed in the chapter</p> <p>-learners show interest in visiting the remains of that period and shows interest in analyzing different kind of sources. They relate this with these things data available in their surroundings.</p>	<p>- The learners will enable to the condition, caused to develop Maha janpath and then empires.</p> <p>- enable to understand the roll play the religion in the empires</p> <p>- They relies the importance of historically important sources to understand the past and present.</p> <p>- to enable to understand the gerontology of Moriyan empire and Gupta empire</p>
India and	-With the reference of interdependence in the modern world,	-The learners take interest	-To enable to understand

distant lands	discuss different context of contact between distant lands and the motivating forces caused it and examine the implications of journeys within the sub continent.	in discus the importance of interconnection and to look critically at present day contact between different nations and within nations and motivating forces behind such contacts.	the importance of interdependence -To know about the motivating forces behind it. -The importance of old routes and modern railway and roads in the development of culture and economics.
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Learning Indicators for Social Science

Class VI

Civics

<i>Conceptual Area</i>	<i>Pedagogical Process</i>	<i>Learning Indication</i>	<i>Learning Outcome</i>
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Community and Human Needs	<p>-With the help of chart depicting the pictures of Human development from a primitive man to a social man</p> <p>-with Reference to real- life situations to show the diversity that exists between people belonging to different regional, cultural and religious backgrounds and how historical, cultural influence and geographical reasons lead to diverse ways of living.</p>	<p><i>-Appreciates Community role in developing human life and human role towards community and country.</i></p> <p><i>-Appreciates various forms of diversity in their everyday environments and is aware of its connectedness to inequality.</i></p> <p><i>-Learners develops sensitivity towards pluralism and interdependence,</i></p>	<p>-Learners will be able to understand the community's importance in human life and a man's duties towards country and community.</p> <p>-Learners will also be able to understand the diverse nature of Indian society</p>
Village and Urban Development and Local Government	<p>-Showing differences between standard of living in past and present time in their villages elaborate the need of development in villages . Idea of government is introduced and then elaborated upon through a discussion of the types of government at the local level, as well as learners are exposed to the different aspects of their functioning.</p> <p>- Expose Learners to polling process by creating polling environment in classroom by making two learners candidates and then ask the other learners to elect any one of them through voting, hence expose them to actual process of electing panchayats or Nagar palikas. Expose learners to the administrative services carried out by the government in rural and urban areas.</p> <p>- Provide opportunities for them to trace out the public services and facilities provided by various departments of government. Compare and Contrast the functioning of Village Panchayats and Nagar Palikas to make them understand about the</p>	<p><i>Learners articulates on the working of the government and its various functions in their locality and its links with peoples aspirations/ needs and the role of Gram Sabha in keeping an eye on the elected representatives</i></p> <p><i>Shows interest in finding the problems faced by people and the administration with regard to the services and facilities.</i></p> <p><i>Puts forth creative and feasible suggestions for bringing about improvements in their functioning.</i></p>	<p>Learners will be able to critically examine the functioning of local governments and actual polling process used in electing people's representatives, hence will be able to understand democratic process more precisely and about people's role in a democratic process.</p>

	functioning of Local Governments and also to make them understand different functions of a Local Government. With the help of table make them understand about different levels of local government.		
<i>Taking Care Of Public Property</i>	<p>-With reference to real life situations (like the examples of Bus Stand, Railway Stations, Hospitals, Roads, Parks etc.) expose the learners to the meaning of Public Property and rights and duties of a citizen. - With the help of classroom examples make them understand the difference between private property and Public Property and about their duties towards taking care of public property.</p> <p>-Expose them to tax system of our country to make them understand that public property is developed by government with the help of people's money.</p>	<i>Learner's shows understanding of meaning of public property and the need of taking care of public property just like private property.</i>	Learners will be able to understand the need of protecting public property and their duty towards it

Learning Indicators for Social Science

Class VII

Geography

Conceptual area	Pedagogical Process	Learning indications	Learning outcomes
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Environment	<p>Introducing to the meaning of environment by giving examples from their surroundings.</p> <p>Relating the world around us to define components of environment.</p> <p>Explaining major terms like lithosphere, biosphere, hydrosphere, etc.</p> <p>Appreciating the importance of a balanced ecosystem.</p>	<p>Learns about the meaning of environment.</p> <p>Appreciates the importance of a balanced environment.</p> <p>Develops an awareness towards the surroundings.</p> <p>Takes initiative for a better ecosystem.</p>	<p>Learners will be able to know more about environment.</p> <p>Will be able to classify and understand different components of environment, and their role.</p>
Inside our earth	<p>Introducing the concept of interior of the earth.</p> <p>Explaining different types of rocks and their formation.</p> <p>Mentioning examples of rock monuments, rock games, etc.</p> <p>Relating minerals with rocks and their uses.</p>	<p>Develops an interest to know more about the interior of the earth.</p> <p>Gains knowledge regarding various geological terms.</p> <p>Comes to know about different types of rocks.</p> <p>Appreciates the role of minerals in day to day life.</p>	<p>The learners come to know about the earth's structure, and are well-versed with various terms.</p> <p>Will be able to segregate various rocks, minerals, etc. into their respective categories, apart from understanding their ecological importance.</p>
Our changing earth	Unravel the concept of various forces that affect	Gains information about natural calamities like	The learners will get to know about forces that affect the earth.

	<p>the earth.</p> <p>Explaining formation and processes of major phenomena's like earthquakes and volcanoes.</p> <p>Example of a case study related to an earthquake.</p> <p>Using pictorial data regarding major land forms.</p>	<p>earthquake and volcanoes.</p> <p>Develops an interest to learn about natural calamities.</p> <p>Understands the destructive forces of nature in a better manner.</p> <p>Comes to know about various kinds of forces that shape the earth.</p>	<p>The learners will appreciate the major role these forces play in nature, and various terminologies regarding them as well.</p>
Air	<p>Provide a broader view of air and atmosphere.</p> <p>Explain the composition and structure of atmosphere.</p> <p>Mentioning a case study regarding destruction by cyclone.</p> <p>Explaining weather and climate and various terms related to them.</p>	<p>Shows interest regarding study of air and atmosphere.</p> <p>Appreciates the vastness of the earth's atmosphere.</p> <p>Comes to know about the nature's fury, and develops a preventive approach towards them.</p> <p>Learns more about weather, climate, wind and other terms.</p>	<p>Will appreciate the importance of air and understand the concept of a cleaner pollution free environment.</p> <p>Learn more about the atmosphere around us.</p>
Water	<p>Introducing the concept of water and water cycle.</p> <p>Referring to stats regarding</p>	<p>Gains knowledge about water cycle in the atmosphere.</p>	<p>Will understand the value of water on earth.</p> <p>Will come to know various processes related to water, and moreover, understand the importance the water in our day to day life.</p>

	<p>distribution of water on earth.</p> <p>Explaining major terms like waves, tides, tsunamis, etc.</p> <p>Discussion the concept of ocean current and importance of water.</p>	<p>Develops an interest to know more about the water bodies.</p> <p>Learns about the vastness of the subject and various terms related to it.</p> <p>Helps create a better impact regarding water conservation.</p>	
Natural vegetation and wildlife	<p>Explain the meaning of flora and fauna.</p> <p>Explaining different types of vegetation and their sub types.</p> <p>Mentioning the factors that affect the flora and fauna of a place.</p> <p>Describing about the distribution of fauna in the world.</p>	<p>Understands the concept of flora and fauna.</p> <p>Comes to know about the distribution of vegetation and different kinds of forests and grasslands.</p> <p>Understands the reasons behind the diverse distribution.</p> <p>Learns more about the various species across the globe.</p>	<p>The learners come to know about various kinds of vegetation and wildlife all around the world.</p> <p>The learners appreciate the importance of flora and fauna for balance life sustainability, and develop an approach for conserving them.</p>
Human environment – settlement, transport and communication	<p>Introducing the concept of settlements.</p> <p>Explaining different types of settlements.</p>	<p>Understands what settlements are.</p> <p>Comes to know about the factors that lead to variety in settlements.</p>	<p>The learners appreciate the importance of different types of settlements.</p> <p>Moreover , they create an approach regarding the importance of transportation and communication in our life.</p>

	<p>Unravel the concept of different types of transports.</p> <p>Stating the concept and importance of communication in today's world.</p>	<p>Learns the importance of transport in day to day life.</p> <p>Understands the vastness of communication systems.</p>	
Human environment interactions. The tropical and subtropical region	<p>Introducing two different types of regions, i.e. basins of the world.</p> <p>Explaining the life of people in the Amazon Basin.</p> <p>Stating the topic of Ganga-Brahmaputra Basin.</p>	<p>Comes to know about diversity in lifestyles.</p> <p>Understands how people live in the most extreme parts of the world.</p> <p>Learns about their agricultural practices and lifestyle.</p>	<p>The learners appreciate the diversity between two major parts of the world.</p> <p>They come to know about the living conditions, agricultural practices, and other methods meant for livelihood.</p>
Life in the temperate grasslands	<p>Introducing the meaning of grasslands.</p> <p>Explaining about the two largest grasslands of the world.</p> <p>Unraveling the climate and lifestyle of these two grasslands.</p>	<p>Understands what grasslands are, and how they differ from forests.</p> <p>Come to know about Prairies and Velds.</p> <p>Appreciates the way of lifestyle people practice in these regions.</p>	<p>The learners understand the concept of grasslands.</p> <p>The learners also come to know about the living conditions, agricultural practices, and other methods for livelihood.</p>
Life in the Deserts	Introducing the concept of classification of deserts.	Come to know about the different types of deserts.	Will understand about the desert and its related terms.

	<p>Explaining the climate, conditions, flora & fauna and life of people in the Sahara desert.</p> <p>Explaining the climate, conditions, flora & fauna and life of people in the Ladakh desert.</p>	<p>Learners articulate on the conditions of existence in the desert.</p> <p>Expresses ability to read variety of material purposefully, synthesize information, and make inferences.</p>	<p>Will come to about major deserts in the world, the fact why they are located there only, and the prevailing conditions in those deserts.</p>

Learning Indicators for Social Science

Class-VII

History

Conceptual Area	Pedagogical Process	Learning Indicators	Learning Outcomes
Medieval India	-Familiarize the learners with new developments in the 7 th	-The learners enable to understand the different	-Able to understand the socio-

	and 8 th century. Changing names of the land and discuss broad historical trends. -How the ancient India changes into medieval India, with help of buildings, chronicles, paintings, coins, inscriptions, documents, music, literature etc. -The six countries include in the sub-continent of 7 th and 8 th century.	names given to India. Show interest in the sources and conditions that were responsible for the medieval period. They also show interest to find out the differences/ similarities between his own life with the one depicted in the text –book.	political conditions responsible for the advent of medieval period in Indian history. -Able to know the different names used for India in that period and its reason
New Kings and Kingdoms	-Fill up the blank map of India with Mountabu, Khujrahon, Mahablipuram and Tancor to understand the socio-political conditions at the advent of medieval period and to show some small states i.e. Gurjarprithar, Pal Wansh, Rasterkoot etc.	-The learners show awareness of significant, political, economic social and culture development of the 9 th and 10 th century and tries to relate India's past with the present world.	-Enable to understand the causes of advent of new small states in India and able to understand the socio-political conditions are responsible for it
South India-in period	-Fill up the blank map of India with the states of 800-1200 A.D. in the South India. Pictures of buildings such as Shore Temple, Rath temple etc.	-Show interest in the buildings of South Indian architecture and political and economic conditions of South India at that time.	-Enable to understand the conditions under which the small states developed in South India and their comparison with Northern Indian states
Delhi Sultanate	-Important places are shown from the Indian map related to the Delhi sultanate pictures are collected of the buildings of the 12 th to 15 th century. Visiting's also organized if feasible. -Some sketches of these buildings also sketch out. Outline of Delhi Sultanate period drawn on the Indian map.	-The learners show interest to visit some important buildings related to the Sultanate period They tried to understand the differences between administrative structure of that time and in the modern time.	-Able to understand the conditions that were responsible for the establishment of sultan kingdom in India. -Why we call them 'Slave'
The Mugal Empire	If the learners have inherited a kingdom (Baber and Akbar) how would they make kingdom stable and prosperous discuss the Impact of cultural, architectural, of the Mugal period in the surrounding of the learners.	-Curious to know about the cultural impact of Mughals on their surroundings. -Wish to visit buildings related to Mugal period	-Able to understand the establishment of Mugal empire in India. -Able to understand the success of Akbar. -Able to understand the causes of decline of the Mugal empire.
Towns, Traders and craft persons	-Discuss centers of trade, urban centre and the conditions under which they originate. Traveler's accounts, contemporary maps and official documents are used to give learners and idea of the information they contain.	-The learners able to understand the differences/similarities between present day urban centers with the one discussed in the chapter. The learners observe different sources.	-Able to understand the origin of urban centers especially the trades contribution in developing them.
Tribes, Nomads and settled communities	-A discussion on tribes, nomads and itinerant groups be initiated with the help of these groups fine in the surrounding of the learners.	-Anxious to know why these groups are not made part and absorbed in the society	-Able to understand why these groups have different culture and tradition from the main society.
Making of	-Project work is given to work on different developments	-curiosity to know why the people speak	-Able to know the developments

regional culture	(regional languages, literature, painting and music).	different languages and have different cultures.	in languages, literature, painting under the sultanate period and under the Sikh Guru's.
Devotional paths to the Divine	-Indicate the major religious ideas and practices that began during the medieval period. Encourage learners to find out any Dargah, Gurudawara, or Temple associated with Saints of the bhagti tradition in their surroundings.	-The learners show an understanding of major religious ideas and belief system and take interest in exploring his surroundings	-Able to understand the teaching and the contribution the Saints made in the major reforms in society.
Political formations in 18 th century	-Familiarize the learners with the developments of the independent and autonomous states especially the Sikh missals and independent state of Maharaja Ranjit Singh. Independent states of 18 th century fill up in the Indian map.	-The learners want to visit the famous places associated with sikh Guru's and curious to know the conditions that gave birth to new independent states in the 18 th century.	-Learners know the conditions under which new states are originated especially the sikh state and the role of Maharaja Ranjit Singh and the fall of Mughal Empire.

Learning Indicators for Social Science

Class VII

CIVICS

Conceptual Area	Pedagogical Process	Learning Indication	Learning Outcomes
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Democracy/Rule of law	<p>Introducing meaning of Democracy and rule of law. Compare democracy with dictatorship with reference of history e.g. Hitler. Use mind mapping method to introduce different types of democracy with examples from world</p> <p>Activity: - ask learners to find democratic countries from world map.</p> <p>Discuss specialties, specifications, qualities of a democratic system.</p> <p>Conduct a group discussion on the topic: “Why a democratic system is more popular with comparison to other systems.</p>	<p>Learners are aware of definition of democracy and rule of law</p> <p>Articulates main concept of the democracy describes it into his own words.</p> <p>Compares and analyze different types of democracy.</p> <p>Curiously finds out the democratic countries from world map.</p> <p>Participates and express his ideas in group discussion about popularity reasons of a democratic system.</p>	<p>Will be able to understand and define democracy.</p> <p>able differentiate different types of democracies</p> <p>Completely understand the reasons behind popularity of democracy</p> <p>Argument skill and critical thinking of learners will be developed</p>
Institutional representation in democracy	<p>Use Venn diagram to compare direct democracy and representative (indirect) Democracy.</p> <p>Discussion with learners on the topic, “why Direct Democracy is not possible in India” allow learners to find out reasons</p> <p>By showing a voter card issued by election commission of India, discuss voting right of citizens of India</p> <p>Discuss norms and regulations to be a voter to elect representative activity in classroom of dummy voting to elect representative (include every step at election) ensure secret voting.</p> <p>Discuss importance of voting and its secrecy. Analyze procedure of voting.</p> <p>Explain the procedure of voting from the day of announcement till results.</p> <p>Conduct a quiz competition based on question from conceptual area.</p>	<p>Learners articulate on the working of indirect democracy. Keeping the eye on complete election procedure he understands it.</p> <p>Very actively participate in the voting activity.</p> <p>While discussion I, learners discussed role of voter in democracy in their own words.</p> <p>Notes every step of election procedure understand importance of secrecy.</p> <p>Express their views on voting right.</p> <p>Answering question for their respective teams in quiz competition.</p>	<p>Completely understands difference between direct and indirect democracy.</p> <p>Able to understand the complete procedure of election and able to apply voting right into real life.</p>

Political parties democracy	<p>Discuss role of political parties in democracy expose to the learners names and policies of major national parties along with regional parties of state</p> <p>Activity:- ask learners to make a list of political parties which include their election symbols, name of their president.</p>	<p>Thinks about political system and policies of different parties.</p> <p>Learners make a list of political parties under guidance of teacher.</p> <p>Critical analyze the policies of all parties in group discussion.</p>	<p>Able to understand the importance of political parties</p> <p>Able to understand the policies of political parties.</p> <p>Also understand impact of these policies in routine life.</p>
Midterm election	<p>Differentiate between general elections and midterm election. Elaborate this with some example of midterm election.</p> <p>Expose the learners three important parts of state i.e. parliamentary, executive and judiciary.</p> <p>Describe areas where state government can take decision and make laws while elaborating state list along with union list and concurrent list.</p> <p>Draw a tree diagram/bar graph about structure of state government.</p> <p>Enhance the knowledge of learners by telling them the names of ministers, chief min., governor of their state.</p> <p>Discuss duties powers selection procedure of all these.</p> <p>By showing picture of seceriate discuss its functioning.</p> <p>Draw a tree diagram about working procedure of state government.</p> <p>Conduct a quiz competition based on M.C.Q from conceptual area.</p>	<p>Learners articulate ideas of midterm election</p> <p>Using text book and their minds learners understand all three lists, parts of state.</p> <p>Notes name of C.M, ministers, governor, discussion these in peer groups for sake to adding them in their memory. Able to understand the duties powers selection procedure etc. of all these.</p> <p>Understands core concept of working procedure of state government.</p> <p>Actively participates in quiz competition.</p>	<p>firmly understand the functioning of state government</p> <p>Able to understand the power and functioning of ministers, chief ministers, governor.</p>
Road safety`	<p>Discuss reason behind road accidents by involving learners in group discussion.</p> <p>Describe safety measure, actions in case of road accident.</p> <p>Provide artificial situations of accident to act.</p>		<p>Able to understand the reason behind road accidents. Learners how to act wisely in case of road accident.</p>

Media	<p>Define media and its role in democracy with help of tree discuss types of media.</p> <p>Ask learners to make list of printed media sources and electronic media sources.</p> <p>Allow learners to discuss the role of media qualities of media in democracy via group discussion.</p> <p>Give home assignment of collecting pictures of electronic media.</p>	<p>Understand term media and importance</p> <p>Learners makes a list of both type of media with help of teacher, text book and their own knowledge.</p>	<p>Learners will be able to understand role of media in democracy . he will be able to use different types of media in their personal life.</p>
Right to information	<p>Discuss background/short history of right to information act.</p> <p>Describe right to information act and its implementation.</p>	<p>Articulate the idea of taking information as their right.</p>	<p>Understand and will be able to use right to information.</p>
Advertisement	<p>By showing some pictures of advertisement, describe its real meaning and importance sort the picture of advertisements into two parts</p> <ol style="list-style-type: none"> 1. Commercial 2. Social <p>Differentiate the two types and allow learners to sort the picture.</p> <p>Home assignment: collect pictures of different types of advertisement activity. ask learners to design a advt.</p>	<p>Collects picture and data about two types of advertisement</p> <p>Understand role of advertisement via participating in discussion</p> <p>Design a advertisement on given topic</p>	<p>Completely understand the idea of advertisement.</p> <p>Learners will be able to use commercial advertisement where needed reacts and implements th e social advertisement.</p> <p>Able to understand the functioning of market.</p>

Market	<p>Discuss various types of market and how people access these visit different types of market according to availability in surroundings area, talk to the sellers and buyers to examine of an actual market.</p>	<p>Understand market and their relation to everyday life, how it functions as a link between scattered produces and consumers.</p>	
Gender Based Inequality	<p>-Provide case studies vivid experiences to show different ways of gender based inequalities exist in society. Allow the learners to find more about such experiences from the different parts of society. -Organize a group discussion.</p> <p>-Introduce the learners core concept of gender based inequity, role of society in this discrimination. Discuss gender based partiality with women in different areas e.g. Home, school, job, economical matters etc.</p> <p>-Give some historical facts about gender based discrimination e.g. ‘ਢੋਲ, ਗਵਾਂਗਰ, ਸੂਦਰ, ਪਸ਼ੂ ਔਰ ਨਾਰੀ, ਪਾਚੇਂ ਤਾੜਨ ਕੇ ਅਧਿਕਾਰੀ। ‘</p> <p>-Discuss India’s and Punjab’s own experiences state and centre governments.</p> <p>-Organize a debate on the topic of gender based inequality.</p> <p>-Discuss reason behind this discrimination and give some motivation examples e.g. Kalpana Chawala.</p> <p>-Discuss some motivational stopgaps on this issue and motivate learners to create slogans and poems on this issue.</p>	<p>Narrating case studies, experiences etc. understanding that gender is a social construct not determined by biological difference.</p> <p>-Analysis of everyday experiences in domain of gender enables the learners to understand how these are related to creation of difference that is discriminatory in nature.</p> <p>-Express concern for gender related issues and reacts against on equal treatment to specific gender.</p> <p>-learners argues for providing equal opportunities to all irrespective of gender.</p>	<p>-Learners will be able to understand reasons behind gender based discrimination.</p> <p>-Argument skill will be developed.</p> <p>-Able to understand law of equality.</p> <p>-learners will be in position of motivate others ordain female feticide.</p> <p>-Learners will play a major role in society for women in getting their wish of equality.</p>

Learning Indicators for Social Science

Class VIII

Geography

Conceptual area	Pedagogical Process	Learning indications	Learning outcomes
Resources and its types	<p>Introducing the meaning of resources by giving examples from their surroundings.</p> <p>Relating everyday life experiences to the concept.</p> <p>Appreciating every human being as a resource.</p> <p>Creating situations where resources are in scarcity.</p>	<p>Learns about the meaning of resources.</p> <p>Appreciates the importance of resources, and helps relate to the real life.</p> <p>Understands the value of human beings as an important resource.</p> <p>Develops awareness towards resource conservation and take initiative towards conservation process.</p>	<p>Learners will be able to know about resources on earth.</p> <p>able to classify, and conserve the resources for proper sustainability.</p>
Land ,soil,water,natural vegetation and wildlife and their utilization	<p>Introducing the meaning of land and soil</p> <p>Explaining about the importance of vegetation and wildlife.</p> <p>Relating statistics of diverse places.</p> <p>Appreciation all these as vital resources.</p>	<p>Gains knowledge about the land, soil, vegetation and wildlife.</p> <p>Understands about different kinds of vegetation and wildlife.</p> <p>Learns to use these resources in a sustainable manner.</p>	<p>Will come to know about land and soil, and their types.</p> <p>Will understand their importance and use them wisely.</p>
Mineral and power resources	<p>Introducing the concept of minerals</p> <p>Outlining the major types of minerals around us.</p>	<p>Show keen interest to learn more about minerals.</p> <p>Understand the variety of minerals around us.</p>	<p>Learn about minerals and power resources.</p> <p>Will understand the need for proper use of the resources and not to exploit them</p>

	<p>Unravel the distribution of mineral and power resources on the earth, as well as particularly in India.</p> <p>Familiarize the learners with the need for conservation of mineral and power resources.</p>	<p>Appreciates the diversity of mineral resources in the Indian subcontinent.</p> <p>Shows concern for the limited supply of mineral resources.</p>	<p>uselessly.</p>
Agriculture and its types problems	<p>Provide a broad view of agriculture and related terms.</p> <p>Classify different types of farming methods.</p> <p>With the help of pictures, classifying the crops according to their season.</p> <p>Explaining a story to familiarize the importance of need of development in agricultural sector.</p>	<p>Understanding why agriculture is so important.</p> <p>Shows concern and interest for variety of farming methods. Attempting to interpret visual media and often tries to relate with their real life.</p> <p>The learners are articulating in the need of agricultural development.</p>	<p>The learners will get to know about agriculture.</p> <p>Will understand the diversity in agricultural practices, and learn more about conditions required for agriculture.</p> <p>Moreover, they will develop a cause for agricultural development in the country.</p>
Industries	<p>Introducing to the meaning of industry.</p> <p>Stating various examples for different types of industries.</p> <p>Graphically explaining factors that affect the industry, and distribution of major industrial regions.</p>	<p>Develops an interest to know more about industrial sector.</p> <p>Appreciates the vastness of industry and comes to know about its importance.</p> <p>Develops awareness towards the industrial resources.</p>	<p>Will understand about the industry and its related terms.</p> <p>Will come to know various major industrial locations in the world, and the fact why they are located there only.</p>

	Giving examples of major industrial cities in India.	Learns more about diversity of Indian Industry.	
Human resources and their importance	<p>Unravel the depth of the term “human resource”.</p> <p>Familiarize the learners about density, growth rate, etc.</p> <p>Referring to status regarding population composition and patterns of population change.</p>	<p>The learners develops an approach towards the topic, and learns more about human resources,</p> <p>Expresses ability to read variety of material purposefully, synthesize information, and make inferences.</p> <p>Learners articulate on the importance of human resource in the society.</p>	<p>Will come to know about the importance of being a useful resource for the society.</p> <p>Will appreciate the importance of population control and understand the concept of population distribution.</p>

Learning Indicators for Social Science

Class VIII

History

Conceptual Area	Pedagogical Process	Learning Indicator	Learning Outcomes
Modern Period in Indian History	-Introducing with the changing nomenclature of the subcontinent and regions. -Introducing about the beginning of the modern period in India, various events like the Renaissance and industrial revolution that changed the world, about the Historical sources of the period.	-Make a chart paper showing time line of the history of this period. -Able to understand that the source of this period are different to those of earlier periods.	- Acquire the general Idea about the changing developments of the period -Able to compare the beginning of the modern Period in India and Britain.
Establishment of power of East India company in India	-Explain the story of a trading company becoming a political power with the help of present day map of India and the map of Indian sub-continent of 1797 and show how the consolidation of British power was linked to the formation of colonial armies and administrative structure. -A role play can be conducted on this.	-The learners able to identify the changes over a period of time. -They shows interest in how the technology, economic and social structure political system change with the passage of time.	-Able to understand the various changes that took place in the 17 th and 18 th century in India. -They also able to understand the conditions that were responsible for those changes.
Rural life and society	-Explain the changes within rural society through a face on to contrasting reasons. -Show the continuities and changes with earlier societies. -Discuss how new technology land system and communication system make changes in the rural society.	-Show interest similarities and differences between the present rural society and that of the 18 th century society.	-Able to understand that various changes had made in the land system and their impacts on the farmers and their revolts against it.
Colonialism and Tribal society	-With the help of Indian political map the awareness about the establishment of travels in a modern India.	-Appreciates the diversity of historical experiences and in Indian society.	-Able to understand the travels their traditions, places of their home and their revolts against the British empire.
Crafts and Industries	-With the help of Indian political map the establishment of industries their reasons and causes of the particular places where it established	-Show interest in the establishment of modern industry and why they are established in particular reasons.	-Able to know the various reasons the downfall of the small scale industry and the origin of modern industry

Revolt of 1857	- With the help of Indian political map show where and how revolts originated and spread.	-The learners take interest in making where ever possible, locating a place that are important historical from 1857 revolt.	-Able to know the causes places of spread and reasons of its failure and consequence of the revolt.
Education under Colonialism	-With the pictures of Raja Ram Mohan Rai, Swami Daya Nand, Swami Viveka Nand, Madem Any Basent etc. -Discuss their role in the spread of modern education and various types taken by the British Government.	-Show interest in the similarities and differences between the modern system of education and that of medieval Indian education system.	-Able to understand contribution of the Indian social reforms in modern education and the efforts made by the British Government in it.
Women and reforms	-Motivate learners to read auto-biographies to understand of working of reformers such as Raja Ram Mohan Rai, Swami Dya Nand, Swami Viveka Nand, Satguru Ram Singh etc. -Compare and contrast the situation of women in modern societies and that of 19 th century. -Debate will be hold.	-Show interest and participate in debate of conditions regarding the women in India.	-Able to understand the conditions of women in 19 th century India. -Know about the contribution made by social reformers in the condition of women.
Challenges to the cast system	-Discuss with learners present situations of their surroundings especially the cast system. -The present casts in society and their positions	-Show interest in social structures and questions regarding the division of Indian society into casts.	-Able to understand the present conditions of the society and the contributions of various reformers made in improvement of cast system in India especially role of Dr. Bhim Rao Ambedkar, Jyotiba Phulle and the impact of social reforms on cast system.
Colonialism and Urban changes	-Introduce learners to the history of urban spaces through photographs and outline the nature of urban development in 19 th and 20 th century.	-The learners are attempting to interpret visual material and tries to find out the differences/ similarities between their own life and with the one show in pictures.	-Able to know the contributions of artists of that time in developments of various arts and various types of schools of art.
Changes in Arts	-With the help of pictures of Munshi Prem chand, R.N. Tagore etc. their contribution in the developments of arts will be discussed.	-The learners are articulating on differences in the approach of British and Indian artists.	-Able to know the contribution of artists of that time in developments of various arts and various types of

	-Group discussion on the major developments in sphere of arts and articulate why did the British history paintings reflect the attitudes of imperial conqueror why some artists wanted to develop a national style of art and why did some artists produce cheap popular prints.	-They are enthusiastically taking part in the discussion	schools of art.
National movement	-Opportunity to work on case studies is given. -Show how the modern literature be used in the development of political movements. -Outline the major developments in national movement and focus on a details study of 1 major event. -Compare independents India against the pre-independence with the help of political maps. -Show the picture of leader of Indian national movements	-The learners show awareness of major developments and also takes interest in preparing case studies. - He appreciates that different people in different parts of the country were working for the same cause in their own way.	-The learners are able to understand the role of modern literature in the starting of national movements. -Contributions of made by great personalities and the various phases of National movements up to 1947.
India after Independence	-Debate on success and failure of Indian democracy in the last 66 years and provide critical thinking. -Show how newspaper and recent writings can be used to understand the contemporary history. -The role of Sardar Patel in the integrating of princely states in India	-During debate learners are keeping his points clearly and show self control. -With the help of newspaper clipping on struggle for formation of a new states on linguistic grounds.	-Able to know the formation of constitution, integration of princely states, foreign policy, non-align movement and social and economic problems face by India in the post-independence period.

Learning Indicators for Social Science

Civics Class VIII

CONCEPTUAL AREA	PADAGOGICAL PROCESS	LEARNING INDICATORS	OUTCOME
CONSTITUTION AND LAW	<p>Using case studies and some examples of injustice (like dowry system) lead an imagination to learners about a school having no rule or regulation.</p> <p>Describe need of constitution and show how the constitutional values ad vision are connected to reality of contemporary India and to look at the Constitution as an inspiring and evolving document.</p> <p>Lead discussion on the evaluation of India constitution, role of constitution in democracy.</p> <p>Allow learners to discuss need of law for any social being.</p> <p>Give learners to express their views about Liquor Ban.</p> <p>Provide some key points on conceptual area.</p>	<p>Demonstrate understanding of the constitutive principles and attempts to make connections of the values imbibed in the constitution the reality. Learners expresses their views about liquor ban and correlate it to need of law.</p> <p>Learners are aware of historical background of evolution of Indian constitution, understand its dynamic nature of evolving.</p> <p>Learners understand constitution as a visionary document and ready to use it real life against injustice.</p> <p>Discusses need of laws in a peaceful society.</p>	<p>Learners will gain knowledge about history behind Indian constitution. They will be able to understand why a nation needs a constitution. They will be able to correlate the constitutional laws to routine life. Constitution will be a vision document for them.</p>
THE INDIAN CONSTITUTION AND SECULARISM	<p>Discuss some examples from history which upset the peace in past just because of some religious reasons. (e.g. India – Pak partition)</p> <p>Discuss different types of dominations with in religion or between religions. Let the learners use the examples on “How secularism can promote freedom and equality between and within religions.</p> <p>Express your views about importance of equality.</p> <p>Discuss with learners about the provisions in constitution for secularism. Allow learners to discuss how a government³⁴ can intervene in such type of matters.</p> <p>Make a chart about provisions about secularism in constitution with help of learners.</p>	<p>Expresses their views in favors of protecting religious freedom of an individual.</p> <p>Analyze the different historical events occurred due to religious sentiments of people. Also analyses the mollified intentions of political persons behind these. They suggest ways that can be undertaken by state or central government in these type of situations according to constitutional provisions.</p> <p>Helps in making chart and understands all provisions.</p>	<p>Able to understand value of religious freedom.</p> <p>Able to apply provisions of constitution about secularism in routine life.</p> <p>Able to understand the role of government in ensuring religious freedom of natives.</p>

FUNDAMENTAL RIGHTS AND DUTIES	<p>Discuss the term “Rights” and classify types of rights we are having according to our constitution. Among these rights discuss fundamental rights.</p> <p>Explain six fundamental rights and fundamental relation; describe importance of connection within duties and rights. Make a chart of fundamental rights and duties.</p> <p>Let the learners express their views on necessity of fundamental rights.</p> <p>Discuss why injustice happening on ground of religion, color, religion, cast etc. Although we have many laws?</p>	<p>Discusses and expresses his views freely about need of secularism.</p> <p>Learners pick the term “ Rights “ and understands fundamental rights. Learners discuss their personal experiences on usefulness of fundamental rights in their life.</p> <p>They grab the idea of six fundamental rights. They express their views on necessity and importance of fundamental rights. They react on any violation of their rights.</p>	<p>Learners will be able to understand constitutional fundamental rights and its importance.</p> <p>They will be able to implement their rights in their routine life . Understand importance of their duties along with his rights. They will be able to perform all their fundamental duties.</p>
PARLIAMENT-STRUCTURE, ROLE, SPECIFICATIONS	<p>Discuss the origin of word “Parliament” and describe how discussion is important in any democratic system.</p> <p>Discuss the structure and formation of both houses of parliament with help of black board. Also expose the learners the functioning of Parliamentary government and the roles and responsibilities of the various individuals (Prime Minister, President etc.) involved in it.</p> <p>Provide a case study of any law newly constituted (e.g. Lokpal Bill) and assign learners task to identify how it was enacted the steps involved in passing a new law and people struggle that went behind.</p> <p>Discuss and allow learners to discuss the reasons for choosing parliamentary system in India.</p> <p>Discuss term “Responsibility” and allow learners to discuss</p>	<p>Understand role of parliament and importance of parliament.</p> <p>Discusses and understand the importance of participation in democracy. They participate in every democratic process of classroom activity.</p> <p>They participate with interest in task handled by teacher, takes help from old newspapers and magazines. Understand the process of passing a law.</p> <p>Argues in favour or against the parliamentary system in India.</p>	<p>Learners will be able to understand the formation, structure, functioning of parliament.</p> <p>They completely understand the process of passing a law and role of struggle of people that may be behind any law.</p> <p>They will be able to struggle for any law against injustice.</p> <p>They will be able to use their wisdom while participating in democracy. (whenever They will be eligible to participate)</p>

	<p>why responsibility is necessary for any government. Discuss role and powers of P.M. and President in brief. Organize a debate on parliamentary system versus presidential system.</p>		
JUDICIARY AND ITS FUNCTIONING	<p>Elucidating any case, present the structure and process followed by the judiciary. Convert class into a dummy court and have a debate on a dummy case. Discuss steps involved move from lower court to upper courts. Describe single chain system of judiciary and its special rights. Trace the case from filing of FIR, rationale of the judicial process, difference between civil and criminal cases etc. Give a task by providing some case of F.I.R. and ask learners to sort them according to civil or criminal cases.</p>	<p>Understand the main elements of our judicial structure and appreciate the need for the processes followed. Participates in activity and understand the functioning of court.</p> <p>Understand what an FIR is and how to file one. By participating in task learners understand difference between civil and criminal case.</p>	<p>They will be able to understand the judiciary system in India. They will be able to register a F.I.R. in case he needed it ever. They will be able to understand the process of moving from lower court to higher court. They will be able to differentiate between civil case and criminal case.</p>
SOCIAL INEQUALITIES AND SOCIAL JUSTICE	<p>Express your view on issue of social injustice and arrange a group discussions on these issues of social injustice – illiteracy , communalism , untouchability and reservations Engage learners in activities for understanding the effect of social inequalities on economic inequalities. Give your views and allow learners to give suggestions to remove these inequalities for providing social justice to citizens.</p>	<p>Identifies different types of social inequalities and social injustices in society. Understand what is meant by social justice and expresses critical understanding of social and economic injustices by arguing from the marginalised point of view. Articulates effectively an argument from the marginalised point of view. Gives their suggestions to remove social inequalities, reacts against social injustice in class and society.</p>	<p>Learners will be able to identify all types of social inequalities and social injustices happening in society. They will be able to protest against these injustices to assure social justice.</p>
Role And Impact Of	<p>Discuss about various ways by which government is engaged in developmental activities, especially in</p>	<p>Participates with interest in project, and do it in required time. Provides logical and systematic</p>	<p>Learners will be able to understand role of government in social sector. They will be able to understand</p>

Attempts By Government in Social Sector	<p>infrastructure and social sectors.</p> <p>Assign learners a task to make a project on the need of the government in their local area, how is the provision done, how does it impact upon people.</p> <p>Encourage learners to trace out the areas which require government intervention from own experiences and discussions with peer.</p> <p>Case studies, newspaper clippings etc. on natural disasters. Discuss role of state and central governments during these disasters</p>	<p>information of the local necessities and how the government provides these facilities.</p> <p>Learners imagine the life of families after the occurrence of natural disaster and examine the role of government during disasters via media (newspapers , video clips of media)</p> <p>Learners trace out the ways in which government helps in addressing the concerns related to fundamental rights</p> <p>Learners are communicating their arguments effectively to reason out how government tries to ensure that the unfair practices are kept at minimum</p> <p>Learners articulate on the working of the government and its various functions in their locality and its links with people aspirations/ needs</p>	<p>basic needs of their region and will find out ways to get intension of government on these issues.</p> <p>They will be able to trace out the works done by local and state governments in social sector to give citizens a better life.</p> <p>Able to recognize the impact of work done by government in social sector.</p>
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