

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

Introduction

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 she comes to see and understand the world around her. 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. 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. This is necessary for understanding the world in which we live.

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 labour, 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.

Social and Political Life

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 skills – social adjustment, social sensitivity etc and expresses self-control
 - Develop desirable attitude towards others 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 grasp the deep interconnectedness between the political and social aspects of her everyday life and its impact in the realm of economic decision making
 - Learn about ways of making a living, market operations, inequity in market, role and functions of government
 - 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
 - Recognise the gendered nature of all issues understand the invisibilisation of women's labour
- **Interpret political, social and economic developments from the point of view of the marginalised**

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 regions and countries
 - Knows her/his own region, state and country in the global context.
- **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
- **Understands environment and its components – both natural and human;**
 - Knows about interdependence of environment's components and importance in our life.
 - Appreciate and has sensitivity towards environment conservation

- **Knows about the resources – their variety, location, distribution, importance and judicious use for sustainable development.**
 - Appreciates the role of human resources.
 - Has awareness towards the conservation of resources.

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 kinds 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 histories 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

Learning Indicators for Social Science

Class VI

Social and Political Life

Pedagogical Process	Learning Indication
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. Cultural, social and class differences generate their own biases, prejudices and attitudes in classroom contexts. Open-ended discussion on different dimensions of social reality in the class will help in creating increasing awareness. Concepts of discrimination, equality etc have to be clarified to the students through the lived experiences of individuals (for e.g. Dr.	Appreciates various forms of diversity in their everyday environments and is aware of its connectedness to inequality. Learner develops sensitivity towards pluralism and interdependence, Empathizes with the stereo type images existing regarding gender, differently abled, marginalized etc and understands how discrimination denies respect and dignity. Reacts to situations of any discriminatory activities and do not

BR Ambedkar) and communities Expose learners to the stereo types existing regarding gender, differently abled etc. and how their own feelings and thought are quite different.	possess prejudiced feelings. Express divergent views with respect to gender discrimination and positive attitude towards differently abled, marginalized group etc.
Discuss different cases of conflict that occurs when people of different cultures, religions, regions do not get along with each other and the role of government in resolving them. Expose to the key elements which includes, people's participation, resolution of conflict, equality and justice that influence the working of the democratic government	Express their views on various issues that arise due to diversity and suggest ways for providing unity and measures government can take. Reacts to the unjust practices and discrimination and believes that justice can only be achieved when people are treated equally.
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 Expose learners to the administrative services carried out by the government in rural and urban areas. Provide opportunities for them to trace out the public services and facilities provided by various departments of government.	Learner 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 Shows interest in finding the problems faced by people and the administration with regard to the services and facilities. Puts forth creative and feasible suggestions for bringing about improvements in their functioning.
Opportunities for sharing own experiences, listen to peers, adults etc and collecting information on differences in the living and working conditions of the rural and urban labour Creating environment for group discussion on the working conditions in the urban and rural context and articulate on why it is so, why majority of the country's farmers are quite poor	Learner shows understanding of different ways of living, work and activities involved and is able to locate these within her own experiences Learner articulate on differences in the living and working conditions of the rural and urban labour

Geography

Pedagogical Process	Learning Indicators
Opportunities to observe natural and human phenomenon in the environment.	Takes interest in exploring her surroundings, and observes the details

<p>Motivating her to ask questions as questions reflect on her interest and curiosity about the related topic</p> <p>Explaining her various concepts with activities. Providing opportunities for sharing and expressing the observations made by her</p> <p>Appreciating the observations presented by her in various ways Opportunities for reflecting on work done by self, peer group</p>	<p>Knows that the earth is one of the planets in the solar system. Life is possible due to presence of air and water</p> <p>Knows about the influence of land, climate, vegetation and wildlife on human life;</p> <p>Has sensitivity towards the protection of the environment e.g. conserving natural vegetation and wildlife</p>
<p>Explaining the difference between sketch and map Encouraging her to make a sketch of her route from home to school A visually challenged child may narrate the route instead of drawing. Appreciating her efforts of presenting information. Explain about components of maps namely distance, direction and symbols.</p>	<p>Can identify directions with sun as a reference point. Can prepare a simple sketch Is able to differentiate between a map and a sketch. Can identify political and physical map of India. Identify places, symbols on maps.</p>
<p>Explaining about broad physiographic divisions of India Motivating her to observe her surroundings Encouraging her to identify the physiographic and some physical features in her surroundings Motivating her to ask questions to satisfy her queries</p>	<p>She is able to identify broad physiographic divisions of India; Knows about broad category and some physical features of her surroundings Is able to compare life in one's own surrounding with life of other environmental settings;</p>

History

Pedagogical Process	Learning Indication
<p>Familiarise the learner with the major developments and significance of geographical terms used during the time frame to be studied.</p> <p>Introduce the specificities of the discipline, about what are defined as sources, and how different kinds of sources can be used to address different kinds of questions.</p>	<p>The learner shows awareness of significant political, economic, social and cultural developments and the significance of geographical terms used in Indian history from the earliest times. When introduced to the specific nature of the discipline the learner understands that history is a record of past events and activities written by historians and tries to explain what is meant by a source and its importance and shows an understanding of different kinds of sources.</p>
<p>Familiarise learners with hunting and gathering as a way of life, its implications. Introduce them to stone tools and their use.</p>	<p>The learner is appreciating the skills and knowledge of hunter- gatherers. She identifies stone artefacts as archaeological evidence and also asking questions during discussion. This shows her active engagement.</p>
<p>Introduce them to the diversity of early domestication and discuss with them archaeological evidence for crops, animals, houses, tools, pottery, burials, etc.</p>	<p>The learner is trying to relate the lives of the farmers and herders with the lives of hunter-gatherers and making an effort to find out the differences and similarities between these.</p>
<p>Unravel the settlement pattern of the Harappan civilization, its unique architectural features, craft production and familiarise them with the meaning of urbanism.</p>	<p>The learner is appreciating the distinctive life in cities. She is trying to figure out the archaeological evidence of urban centres. The learner is attempting to find out the differences/similarities between her own life and surroundings with the one discussed in the chapter.</p>
<p>Focus their attention to the different developments that were taking place in different parts of the subcontinent simultaneously. With the help of an excerpt given in the textbook explain them how to analyse a text.</p>	<p>She tries to interconnect different developments rather than see these in isolation. The learner is trying to comprehend passages from primary sources as given in the textbook. She is making an effort to summarise the main points of a given passage and appreciating its basic thrust.</p>

<p>Introduce the concept of the state, its varieties and the concept of empire with appropriate examples. You can have roleplay activities on -how some men became rulers, dialogue between Vassakara and Buddha.You can also discuss how present day elections are different from the ways in which rulers were chosen in janapadas. Acquaint them with the importance of inscriptions as a source.</p>	<p>The learner is trying to understand the working of different administrative units.She very enthusiastically takes part in various role play activities.While discussing elections she very keenly puts forth her points to present the similarity and differences between present and janapada elections.She critically reads the excerpt from an inscription and tries to narrate things mentioned there and also attempts to articulate on the reasons behind the writing of certain things.</p>
<p>Outline the basic tenets of different systems of thought, and the context in which they developed and flourished.Opportunity to work on a comparative study of different systems of thought is given.</p>	<p>She understands the main ideas of different systems of thought. For example to show a comparative picture of different thoughts she decides to prepare a comparative chart and also tries to relate India's past with contemporary developments in other parts of the world.</p>
<p>Demonstrate the variety of early urban centres- coastal towns, capitals, religious centres by discussing at least one example of each urban centre and learners may also be asked to look for some more such present day urban centres. Learners are encouraged to look at coins, sculptures as well as textual sources critically and gauge things to understand the social and economic histories.</p>	<p>The learner often attempts to find out the differences/similarities between present day urban centres with the one discussed in the chapter. Learner shows interest in analysing different kinds of sources and many times she relates this with those things that are available in her surrounding.</p>
<p>Discuss different contexts of contact between distant lands, and the motivating forces (including conquest) and examine the implications of journeys within the subcontinent.</p>	<p>The learner takes interest in the discussion and often attempts to look critically at present day contacts between different nations and within nations and the motivating forces behind such contacts.</p>
<p>Introduce the idea that strategies of expansion, and their logic, differ and explain the development of different administrative systems. After familiarising learners with prashasti motivate them to write a prashashti.</p>	<p>The learner appreciates the diversity of historical experiences.She is taking lots of interest in writing prashashti.</p>

Learning Indicators for Social Science

Class VII

Social and Political Life

Pedagogical Process	Learning Indication
<p>Provide case studies, vivid experiences to show different ways of inequality that exists in the society. Allow the learner to find more about such experiences from different parts of the world and discuss them in groups.</p> <p>Introduce the learner to certain core concepts, such as equality, dignity, rule of law etc that influence Democracy as a political system</p> <p>Discussions on India 's own experiences over time, and the solutions advocated by national governments, as well as the problems they have encountered give learners a firm sense of locality, region and nation in an interconnected and complex manner.</p> <p>Debates on the intentions of government/political parties that have stimulated policy, the ideals and compulsions that have guided them provide scope for enhancing critical thinking abilities and argumentation skills</p>	<p>Learner is aware of the different aspects of diversity and how it is connected to the inequality.</p> <p>While analyzing the real life situations the learner make inferences of the inequalities that continue to be practiced by various communities in spite of the provisions for equality in the constitution.</p> <p>Learner articulates the main ideas and concepts in their own words and tries to apply these in different contexts.</p> <p>Draws upon the main ideas in the text by comparing and contrasting concrete situations.</p> <p>The learner infers and extrapolates from situations given and pose questions on contemporary issues</p> <p>Responds to any situation of discrimination and inequality with regard to caste, religion and gender</p> <p>Demonstrates sense of a just society and strives for it</p>
<p>Let the learners find out from newspapers, articles etc on the people's movements around various social and economic issues and how it has resulted in the government's passing of new laws and programmes.</p>	<p>Learner shows understanding of equality and democracy as a dynamic concept and reflects on the people' movements around social and economic issues.</p> <p>Understands that conditions and opportunities for making a living</p>

<p>Expose learners to various situations and case studies for understanding the concept of equality, its importance in democracy and how far equality exists in democratic India. Let them imagine themselves to be facing such situations of inequality and write on how they would have done/reacted.</p> <p>Learners are given opportunity to debate on the various acts, laws etc enacted by the government to provide equality to the citizens and live with dignity. For eg, the Disabilities Act of 1995. Let the learners discuss on why this is essential and how far it is being implemented and successful in allowing differently abled to live safely and with dignity. Give them opportunities to talk to these people and find out their views in this regard</p>	<p>are not equally available to all Believes in equality of opportunity for all people Appreciates the work done by one-self and others and reflects on them</p> <p>Recognizes and do activities assuming responsibility to contribute towards solution on social, economic and political problems or issues Shows empathy towards the people who are not provided with equal opportunities and thinks for viable solution to lead a life with equal rights and dignity for all.</p>
<p>Expose learners to a wide range of institutions- the government, the bureaucracy and civil society organizations like the Media so that she can develop a broad understanding of the relationship between the State and Citizens</p> <p>Ask learners to prepare a newspaper in the class where groups of students will act as editors, reporters etc.</p>	<p>Demonstrates through writings how media can facilitate interaction between the government and citizens</p> <ul style="list-style-type: none"> • gain a critical sense of the impact of media on people’s lives and choices, • appreciate the significance of people’s movements in gaining this right.
<p>Narrating case studies, experiences etc provide scope for understanding that gender is a social construct and not determined by biological difference</p> <p>Provide opportunities to interrogate gender constructions in different social and economic contexts and critically think about the gendered nature of all issues raised</p>	<p>Analyses of everyday experiences in the domain of gender enable the learner to understand how these are related to the creation of differences that are discriminatory in nature.</p> <p>Learner argues for providing equal opportunities to all irrespective of gender and articulates on how lack of facilities like sanitation, transport, water etc impact women and girls more acutely.</p> <p>Expresses concern for gender related issues and reacts against unequal treatment .</p>

	Able to link the concepts learned with everyday practices and question the practices in case of existence of inequality.
Discuss various types of markets and how people access these. Visit different types of markets in the area and talk to the sellers and buyers to examine the workings of an actual market.	Understand markets and their relation to everyday life, how it functions as a link between scattered producers and consumers. gain a sense of inequity in market operations.

Geography

Pedagogical Process	Learning Indicators
Providing opportunities to sensitise them about the environment, encouraging them to observe the surroundings	Understand the inter-relationship between natural environment and human habitation. Correlates the knowledge with daily life experiences with reasoning
Motivating them to observe characteristics of different environments	Compare one's own surroundings with other environmental setting. Appreciate the cultural differences existing in the world. Knows about four realms of the earth and their relevance
Encouraging them to care for their immediate environment.	Is able to appreciate the cultural differences existing in the world which is an outcome of interaction, between human beings and their environment Reflects environmental concern in her behaviour. Eg. Switching off the lights before leaving a room, closing the tap properly, reusing/recycling paper etc.

History

Pedagogical Process	Learning Indication
<p>Familiarise the student with the changing names of the land and discuss broad historical trends. Give examples of the kinds of sources that historians use for studying this period .g., buildings, chronicles, paintings, coins, inscriptions, documents, music, literature.</p>	<p>She shows understanding of different names used for the subcontinent. The learner comprehends passages from primary sources as given in the textbook. She is trying to summarise the main points of a given passage and appreciating its basic thrust. The learner is attempting to interpret visual material and often tries to find out the differences/similarities between her own life and surroundings with the one depicted in the visual.</p>
<p>Trace the patterns of political developments and military conquests and develop an understanding of the connections between political and economic processes through the exploration of one specific example.</p>	<p>The learner shows awareness of significant political, economic, social and cultural developments and also tries to relate India's past with contemporary developments in other parts of the world.</p>
<p>Familiarise learners with the development of political institutions, and relationships amongst rulers as well as with strategies of military control and resource mobilisation. The learners can be asked to look for any building built by Delhi Sultans in their area and be motivated to describe these buildings with sketches.</p>	<p>She shows awareness of major developments and takes interest in exploring her area, preparing write up and drawing sketch of the building.</p>
<p>Trace the political history of the 16th and 17th centuries and discuss the impact of an imperial administration at the local and regional levels. Motivate students to look at textual sources critically.</p>	<p>The learner shows understanding of the political history of the period. She takes interest in reading textual sources and shares her observations with her peer group.</p>
<p>Discuss the varieties of monumental architecture, range of materials, skills and styles used and resources required for building works.</p>	<p>She appreciates the varieties of monumental architecture in different parts of the country and prepares a picture album showing varieties of monumental architecture with brief description.</p>

<p>Discuss the varieties of urban centres, trace the origins and histories of towns, and demonstrate the differences between founded towns and those that grow as a result of trade. Traveller's accounts, contemporary maps and official documents are used to give learners an idea of the information they contain.</p>	<p>The learner often attempts to find out the differences/similarities between present day urban centres with the one discussed in the chapter. The learner keenly observes different sources.</p>
<p>A discussion on tribes, nomads and itinerant groups can be initiated with a focus on the changes in the caste structure.</p>	<p>She understands that the history of one region or community cannot be presented as the history of the country and appreciates that different regions, people and communities had contributed towards the making of the history of humankind.</p>
<p>Indicate the major religious ideas and practices that began during this period. Encourage learners to find out any dargah, gurudwara or temple associated with saints of the bhakti tradition in their neighbourhood.</p>	<p>She shows an understanding of major belief systems and takes interest in exploring her surroundings.</p>
<p>Opportunity to work on different developments (regional languages, literatures, painting and music) in groups as project work is given.</p>	<p>She is taking interest in group work and during group activity, she takes responsibility for her group. Plans work for herself and other group members, takes turn to co-ordinate and share in the group, listens to others, negotiates differences, make rules for better functioning of the group and also takes decision/initiatives collectively.</p>
<p>Familiarise them with the developments of the independent and autonomous states in the subcontinent and motivate them to collect popular tales about the rulers of any of these states.</p>	<p>She likes to explore her surroundings and takes initiative in talking to elders and consulting library to collect popular tales.</p>

Learning Indicators for Social Science

Class VIII

Social and Political Life

Pedagogical Process	Learning Indication
<p>Using story boards, case studies etc. show how the constitutional values and vision are connected to the reality of contemporary India and to look at the constitution as an inspiring and evolving document.</p> <p>Lead discussion on the evolution of Indian constitution, provisions of the constitution relating to fundamental rights.</p>	<p>Demonstrates understanding of the constitutive principles and attempts to make connections of the values imbibed in the constitution to the reality</p> <p>Learners are aware of the influence of anti-colonial struggle on Indian democracy and its dynamic nature of evolving.</p> <p>Attempts to connect constitutional values and vision to the reality</p> <p>Learner understand constitution as a visionary document and find out ways to use it to address issues of injustice and oppression</p> <p>Expresses respect, values for and defends basic human rights and privileges ensured by the constitution</p> <p>Takes into consideration the welfare of all above her own whenever she is given opportunity to make choices and decide and accepts opinion of majority</p>
<p>Discuss on various types of domination within a religion or between religions and let the students using examples narrate how secularism can promote freedom and equality between and within religions.</p> <p>Let the students conduct debate on issues of religious practices that might lead to discrimination and domination. Let them discuss on how the state can intervene in such matters and whether it has to intervene.</p>	<p>Expresses views in favour of protecting religious freedom of individuals.</p> <p>Analyses the religious practices without any prejudice and puts forth arguments for or against abolition of these practices.</p> <p>Suggest ways of intervention that can be undertaken by the state with due regard to religious beliefs and hurting anyone, thereby promoting secularism</p>
<p>Discuss the functioning of parliamentary government and the roles and responsibilities of the various individuals involved in it. Take</p>	<p>Understands the political process and importance of democratic process of participation</p>

<p>any law newly constituted and assign students task to identify how it was enacted, the steps involved in passing a new law and the peoples struggles that went behind. Let them trace out the laws that have been unpopular and find out why it is so and conduct debate on these laws based on the fundamental rights.</p>	<p>Argues for laws even if it is unpopular, keeping in view of the fundamental rights.</p>
<p>Reference to day-to day issues, eg. The problem of getting water, can be discussed to make them aware of issues related to human dignity and rights</p>	<p>Takes interest in exploring her surroundings, issues and observes the details. She is aware of the basic human needs and expresses concern for making essentials of life available to all. Engage analytically on local issues and feel connected to people's struggles for justice, equality and dignity.</p>
<p>Elucidating any case, present the structure and process followed by the judiciary. Trace the case from filing of FIR, movement from lower to higher courts, rationale of the judicial process, difference between civil and criminal cases etc.</p>	<p>understand the main elements of our judicial structure and appreciate the need for the processes followed. understand what an FIR is and how to file one.</p>
<p>Engage in group discussions on the issues of social justice - untouchability and reservations Engage learners in activities for understanding the effect of social inequalities on economic inequalities</p>	<p>understand what is meant by marginalized and expresses critical understanding of social and economic injustices by arguing from the marginalised point of view. Articulates effectively an argument from the margianlised point of view.</p>
<p>Discuss about various ways by which government is engaged in developmental activities, especially in infrastructure and social sectors. Ask students 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. Encourage learners to trace out the areas which require government intervention from own experiences and discussions with peer Case studies, newspaper clippings etc on natural disasters are</p>	<p>Shows interest in doing the project and takes care of the time target and the other requisites Provides logical and systematic information of the local necessities and how the government provides these facilities. Learner imagines the life of families after the occurrence of natural disaster and empathises and reacts to the issues it throws up Learner traces out the ways in which government helps in addressing the concerns related to fundamental rights Learner is communicating her arguments effectively to reason out</p>

<p>provided and opportunities for project work related to these are given</p>	<p>how government tries to ensure that the unfair practices are kept at minimum Learner articulates on the working of the government and its various functions in their locality and its links with peoples aspirations/ needs</p>
<p>The learners are introduced to social and economic problems of society like poverty, illiteracy, child and bonded labour, class, caste, gender, environment through case studies, story boards, discussions, newspaper clipping etc. Have brain storming sessions to solve problems such that each perspectives contributes to shared under-standing for all learners Comparisons between India 's experience and global experiences are encouraged with the focus of comparison on social, cultural and political issues Encourage discussions on India 's interactions with the world</p>	<p>Shows desirable attitudes towards others, national, racial, gender groups Learner expresses ability to read variety of materials purposefully, synthesize information and make inferences. During group discussion, debates etc. she expresses social adjustment, social sensitivity and expresses self-control</p>

Geography

Pedagogical Process	Learning Indication
<p>Introducing to the meaning of resources by giving examples from their surroundings.</p>	<p>Learns about the meaning of resources their variety, location and distribution;</p>
<p>Providing an opportunity to relate the content knowledge with everyday life experiences</p>	<p>Appreciates the importance of resources in our life; She is able to relate it with her surroundings</p>
<p>Sensitising them about the gender equality Appreciating every human being as resource. E.g. explaining them about contribution of every human being as a potential resource for the society</p>	<p>Develops awareness towards resources conservation and take initiative towards conservation process; Appreciates the gender equality and respect for human dignity</p>

History

Pedagogical Process	Learning Indication
Delineate major developments within the time frame and introduce the learner with the changing nomenclature of the subcontinent and regions. Introduce to the sources of this period.	The learner shows awareness of significant political, economic, social and cultural developments. She shows familiarity with the new geographical categories and also understands that the sources of study for this period are different to those of earlier periods.
Unravel the story of a trading company becoming a political power and show how the consolidation of British power was linked to the formation of colonial armies and administrative structures. A role play can be conducted on this.	During role play activity she ably acts out and presents her case keeping in mind the context of the period being taken.
Provide a broad view of changes within rural society through a focus on two contrasting regions. Show the continuities and changes with earlier societies. Discuss how growth of new crops often disrupted the rhythms of peasant life and led to revolts.	Along with continuities she also identifies the change over a period of time. For example the learner is able to understand that with the spread of the railways and printing, life of people has changed and people have come closer and interaction has become easy. She appreciates that technologies, economic and social structures, political systems and cultures—all these change with the passage of time.
Opportunity to discuss and debate different forms of tribal societies is provided.	She appreciates the diversity of historical experiences.
Familiarise students with the processes of de-industrialisation and industrialisation. Give an idea of the technologies of weaving and the lives of weavers.	The learner shows concern for weavers and understands their role in the making of history and society. She observes her surroundings and tries to see the change and continuity in the situation of present day weavers.
With the help of map show where and how revolts originated and spread.	The learner takes interest in making use of map wherever possible. While

<p>Thereafter a discussion on changes in colonial rule after 1857 can be initiated .</p>	<p>locating a place she often looks at historical maps and present day map simultaneously. This helps her in knowing the present day names of those places and also relating those places with present day places and states.</p>
<p>Discuss the new education system – schools, syllabi, colleges, universities, technical training and provide opportunity to debate the change in the indigenous system.</p>	<p>Shows understanding how the educational system that is seen as universal and normal today has a history. During debate she communicates her arguments effectively.</p>
<p>Discuss why so many reformers focused on the women’s question, and how they visualised a change in women’s conditions.</p> <p>Outline the history of new laws that affect women’s lives. Debates can also be organised on many topics like sati, widow remarriage, child marriage and age of consent.</p>	<p>The learner shows concern for gender and understands women's role in the making of history and society. She observes her surroundings and tries to see the change and continuity in the situation of women.</p>
<p>Familiarise students with the biographies and writings of individuals who sought to criticise and reform the caste system. Discuss why the question of caste was central to most projects of social reform. Motivate learners to read one such autobiography or biography to have a better understanding of the working of reformers on this issue.</p>	<p>Familiarity with autobiographies, biographies and other writing, reading of some of the same and discussions, debates in class help learner in appreciating the constitutional values especially those of social justice, and equality.</p>
<p>Outline the nature of urban development in the 19th and 20th centuries. Introduce students to the history of urban spaces through photographs.</p> <p>Show how new forms of towns emerged in the colonial period.</p>	<p>The learner is attempting to interpret visual material and often tries to find out the differences/similarities between her own life and surroundings with the one depicted in the visual.</p>
<p>Creating environment for group discussion on the major development in the sphere of arts and articulate on why did the British history paintings in India</p>	<p>The learner is articulating on differences in the approach of British and Indian artists. She is enthusiastically taking part in the discussion.</p>

<p>refelct 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? What influence would such prints have had on the minds of the people who looked at them?</p>	
<p>Outline the major developments within the national movement and focuss on a detailed study of one major event. Opportunity to work on more such case studies is given. Show how contemporary writings and documents can be used to reconstruct the histories of political movements.</p>	<p>The learner shows awareness of major developments and also takes interest in prepaing case studies. These help her in finding out diversity in historical experiences and understand the underlying unity in many such cases. She appreciates that different people in different parts of the country were working for the same cause in their own way.</p>
<p>Debate on the successes and failures of the Indian democracy in the last fifty years provide scope for enhancing critical thinking abilities and argumentation skills. Illustrate how newspapers and recent writings can be used to understand contemporary history.</p>	<p>During debate learner is keeping her points clearly and showing self control. With the help of newspaper clippings on recent struggle for formation of a new state on linguistic ground she tries to understand the period being discussed in the chapter.</p>

Leaning Outcome

The learning outcomes in social sciences after the completion of upper primary stage are as follows:

Social and Political Life

Geography

- Learn will know that in solar system life exists on earth and what are the reasons behind it.
- Learner will be able to understand the relationship of realms of the earth namely lithosphere, hydrosphere, atmosphere and biosphere
- Learner will know about components of maps and will be able to read a simple map.

- Learner will be able to appreciate and develops sensitivity towards environment.
- Learner will be able to understand the inter relationship of human and natural environment
- Learner will develop awareness towards resource conservation and take initiative towards conservation process.

History

- Learner will acquire a general idea of the political, economic, social and cultural developments in different periods. She will be able to identify similarities and differences in these developments over a period of time and will develop an understanding how some things change over time and some things remain the same.
- Learner will have an idea how historian's work. She will also understand the meaning and importance of sources and that different periods have different kinds of sources. She will also develop an understanding of how historians interpret sources.
- Learner will develop an understanding of historical diversity through history of different regions, different castes, different classes, different gender, different tribal societies, religious groups and different ways of life. She will be able to establish link between histories of different groups and societies.
- Learner will understand the importance of timelines and historical maps and will use these wherever required and will also try to locate the developments of one region in relation to what is happening elsewhere.
- She will develop a capacity for empathy and imagination and will show concern for justice, equality and preservation of heritage.