

Outcomes in Social Sciences - Upper Primary Stage

Learning

Social Sciences at upper primary stage primarily aim at understanding analytically various phenomena in immediate social environment. The learners are introduced to the diversity of people and their practices in different societies, regions and cultures within societies. Social sciences have an important role in generating sensitivity towards human values of compassion, trust, peace, cooperation, social justice, environmental protection and other concerns.

It develops with one's own social environment- self, family, social environment and its interaction with various geographical, historical, social, economic, and political factors. Familiarizing the learner with the dynamics in the evolution process is necessary so that she/he develops sufficient awareness to understand disciplinary values of these interlinked disciplines independently.

Curricular Expectations

It is expected that the learner, by the end of the upper primary stage (Class VIII), is able to meet the following curricular expectations:

- Recognises ways in which political, social and economic issues which affect their daily lives across time and space.
- Understands about the earth as the habitat of humans and other forms of life.
- Becomes familiar with one's own region and realises interdependence of various regions (local to global).
- Understands spatial distribution of resources and their conservation.
- Understand historical developments in different periods of Indian history.
- Comprehends how historians study the past using different types of sources.
- Understands historical diversity to relate developments of one place/region with those of another.
- Imbibes the values of the Indian Constitution and their significance in everyday life.
- Gains a sense of the working of Indian democracy, its institutions and processes at the local, state and union levels.
- Becomes familiar with socio-economic role of institutions such as family, market and government.
- Recognises the contributions of different sections of society to political, social, cultural, and environmental processes.

Class VI (Social Sciences)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ use diagrams, models and audio-visual materials to understand motions of the earth. ➤ observe stars, planets, satellite (Moon), eclipse under the guidance of parents/teacher/elders, etc. to understand astronomical phenomena. ➤ use globe for understanding latitudes and longitudes ➤ use diagrams for understanding lithosphere, hydrosphere, atmosphere and biosphere ➤ explore maps for locating continents, oceans, seas, States/UTs of India, India and its neighbouring countries, physical feature of India such as mountains, plateaus, plains, deserts, rivers, etc. ➤ discuss superstitions linked to eclipses. ➤ use pictures, drawings of different types of sources to read, explain, discuss these to understand how historians have interpreted these to reconstruct history of ancient India ➤ undertake map activity: for locating important places, sites of hunter-gatherers-food producers, Harappan civilization, <i>janapadas</i>, <i>mahajanapadas</i>, empires, places related to events in the life of the Buddha and Mahavira- centres of art and architecture-areas outside India with which India had contacts. ➤ explore epics, Ramayana, Mahabharata, Silappadikaram, Manimekalai or some important works by Kalidas etc. ➤ discuss: basic ideas and central values of Buddhism, Jainism and 	<p>The learner:</p> <ul style="list-style-type: none"> ● distinguishes between stars, planets and satellites e.g. Sun, Earth and Moon. ● recognizes that the earth is a unique celestial body due to existence of life , zones of the earth with special reference to biosphere. ● demonstrates day & night and seasons. ● locates directions on the flat surface and continents & oceans on the world map.. ● identifies latitudes and longitudes, e.g., poles, equator, tropics, States/UTs of India and other neighbouring countries on globe and the world map, ● locates physical features of India such as mountains, plateaus, plains, rivers, desert ,etc. on the map of India. ● draws neighbourhood map showing scale , direction, and features with the help of conventional symbols. ● examines critically the superstitions related to eclipses. ● identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period. ● locates important historical sites, places on an outline map of India. ● recognises distinctive features of early human cultures and explains their growth. ● lists out significant contributions of important kingdoms,

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<p>other systems of thought- relevance of their teachings today- development of art and architecture in ancient India-India's contribution in the area of culture and science</p> <ul style="list-style-type: none"> ➤ role play: on various historical themes like change of Ashoka after Kalinga War-one of the events, incidents from literary works of the time etc. ➤ undertake projects: on the evolution of state-working of <i>ganas</i> or <i>sanghas</i>- contributions of kingdoms, dynasties in the field of culture-India's contact with areas outside India highlighting the impact of these contacts and classroom discussion on projects ➤ visit to museum: to see the material remains of early human settlements- Harappan and discuss the continuity and change between these cultures. ➤ participate in a discussion on the concepts of diversity, discrimination, government, and livelihood. ➤ observe examples of fair/unfair treatments to people meted out in the family, school, society, etc. ➤ study from the text and direct observation of functioning of a <i>Gram Panchayat</i> or a municipality/corporation (according to the place a student lives). ➤ understand the role of governance in society, and the difference between affairs of a family and those of a village/city. ➤ describe case studies of nearby localities/villages in respect of occupations. 	<p>dynasties with examples viz., Ashokan inscriptions, Gupta coins, Ratha temples by Pallavas etc.</p> <ul style="list-style-type: none"> ● explains broad developments during ancient period e.g. hunting gathering stage, the beginning of agriculture, the first cities on the Indus etc. and relates the developments occurring in one place with another. ● describes issues, events, personalities mentioned in literary works of the time. ● describes the implications of India's contacts with regions outside India in the fields of religion, art, architecture, etc. ● outlines India's significant contributions in culture and science viz. astronomy, medicine, mathematics, and knowledge of metals, etc. ● synthesizes information related to various historical developments. ● analyses basic ideas and values of various religions and systems of thought during ancient period. ● describes various forms of human diversity around her/him. ● develops a healthy attitude towards various kinds of diversity around her/him. ● recognises various forms of discrimination and understands the nature and sources of discrimination. ● differentiates between equality and inequality in various forms to treat them in a healthy way. ● describes the role of government, especially at the local level. ● identifies various levels of the government – local, state and

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	union. <ul style="list-style-type: none"> ● analyses the functioning of rural and urban local government bodies in sectors like health and education. ● describes factors responsible for availability of different occupations undertaken in rural and urban areas.

Class VII (Social Sciences)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ engage with key concepts like ecosystem, atmosphere, disasters, weather, climate, climatic regions, etc. using meaningful explanations and appropriate resources. ➤ discuss and share their observations and experiences regarding various aspects of the environment- e.g. components of natural and human made environments, flora and fauna in different ecosystems/climatic regions, kinds of pollution, sources of fresh water in their surroundings, etc. ➤ explore globe and maps for identifying historical places/kingdoms, climatic regions, and other resources. ➤ use diagrams/ models/visuals/audio-visual materials for understanding interior of the earth, formation of different types of landforms, movements of water in the ocean, etc. ➤ collect samples and identify different types of rocks from the vicinity. 	<p>The learner:</p> <ul style="list-style-type: none"> ● identifies major layers of the earth's interior, rock types, layers of the atmosphere in a diagram. ● locates distribution and extent of different climatic regions on the world map or globe. ● explains preventive actions to be undertaken in the event of disasters e.g. earthquake, floods, droughts. ● describes formation of landforms due to various factors/events. ● explains composition and structure of the atmosphere. ● describes different components of the environment and the interrelationship between them. ● analyzes factors contributing to pollution in their surroundings and lists measures to prevent it. ● reasons factors leading to diversity in flora and fauna due to various factors e.g. climate, landforms, etc. ● reflects on the factors leading to disasters and calamities.

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<ul style="list-style-type: none"> ➤ participate in mock drill for earthquakes or other disasters. ➤ discuss factors, both natural and human-made that cause disasters like tsunamis, floods, earthquakes, etc. ➤ discuss similarities and differences in the life of people in different natural regions of the world. ➤ identify different sources of history available in books/local environment e.g. extracts from manuscripts/ maps/ illustrations/ painting/historical monuments/films, biographical dramas, tele-serials, folk dramas and interpret these to understand the time. ➤ familiarize with the emergence of new dynasties and prepare a timeline to trace important developments during this time ➤ enact/dramatize key events of a given historical period/personality like Razia Sultan, Akbar etc. ➤ reflect on the changes in society during medieval period and compare it with present day time. ➤ prepare projects: on dynasties/kingdoms/administrative reforms and architectural specialties of a period e.g. Khaljis, Mughals etc. ➤ engage with factors contributing to the emergence of new religious ideas and movements through the use of poems of saints/<i>bhajans</i>, <i>kirtans</i> or <i>qawwalis</i>/ visits to nearby <i>dargah/ gurudwara/</i> temple associated with <i>bhakti</i> or <i>sufi</i> saints and discuss the basic tenets of different religions. ➤ participate in a discussion on the concepts of democracy, equality, State Government, gender, media and advertising. ➤ prepare posters with drawings and pictures on the significance of the Constitution, Preamble, right to equality and struggles for 	<ul style="list-style-type: none"> • shows sensitivity to the need for conservation of natural resources- air, water, energy, flora and fauna. • draws interrelationship between climatic regions and life of people living in different climatic regions. • analyses factors that impact development of specific regions. • provides examples of sources used to study various periods in history. • relates key historical developments during medieval period occurring in one place with another. • explains the relationship between livelihood patterns and the geographical condition of the area inhabited e.g. tribes, nomadic pastoralists and <i>banjaras</i>. • analyses socio-political and economic changes during medieval period • analyses administrative measures and strategies for military control adopted by different kingdoms e.g. the Khaljis and Tughluqs, Mughals, etc. • draws comparisons between policies of different rulers • describes distinctive developments in style and technology used for construction of temples, tombs and mosques with examples. • analyses factors which led to the emergence of new religious ideas and movements (<i>bhakti</i> and <i>sufi</i>) • draws inferences from poetry of <i>bhakti</i> and <i>sufi</i> saints about existing social order. • explains the significance of equality in democracy.

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<p>equality.</p> <ul style="list-style-type: none"> ➤ observe assembly constituency map of State/UT. ➤ organise a mock election and youth assembly. ➤ debate about the role of the media. ➤ perform a role play with songs and poems about issues such as equality in democracy, discrimination faced by girls etc. ➤ express views, through descriptive and critical writing, about standards of living of girls and women in rural and urban areas. ➤ make oral and written presentations about women who worked for a better society. ➤ prepare newspaper collages about the work being done by the State government on select issues (e.g. health, food, agriculture, roads) and some public works undertaken by the MLA of one's own constituency. ➤ do projects (solo, pair or group) about types of advertisements and create advertisements about the need to save water and energy. ➤ organise awareness drives in one's own locality about sanitation, public health and road safety. ➤ visit any office under the state government / UT Administration (e.g. electricity bill office) in one's own locality to observe its functioning and prepare a brief report. ➤ Undertake case studies and projects about local markets and shopping complexes through field visits. 	<ul style="list-style-type: none"> ● distinguishes between political equality, economic equality, and social equality. ● interprets social, political and economic issues in one's own region with reference to the right to equality. ● differentiates between local government and State government. ● describes the process of election to the legislative assembly. ● locates one's own constituency on assembly constituency map of State/UT and names local MLA. ● analyses the causes and consequences of disadvantages faced by women of different sections of the society. ● identifies women achievers in different fields from various regions of India. ● illustrates contribution of women to different fields with appropriate examples. ● explains the functioning of media with appropriate examples from newspapers. ● creates an advertisement. ● differentiates between different kinds of markets. ● traces how goods travel through various market places.

Class VIII (Social Sciences)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ collect information about distribution of various natural resources like land, soil, water, natural vegetation, wildlife, minerals ,power resources, types of industries in their environs and relate it with India and the world. ➤ explore various farming practices carried out in the neighbourhood/ district/ state ➤ use pictures/news clippings/ videos to be familiar with the availability of natural resources and their protection, various agricultural practices in other states/countries . ➤ develop projects on conservation of natural and human made resources ➤ discuss with peers about forest fire, landslide, industrial disasters, natural and human reasons for their occurrence and control measures. ➤ use atlas /maps for locating major agricultural areas of the world, industrial countries/regions, understanding spatial distribution of population. ➤ read <i>stories of lived experiences</i> of individuals and communities of the period. ➤ discuss <i>events and processes in groups and as a whole in the classroom situation.</i> ➤ raise questions on different issues and events like ‘Why the English East India Company felt it necessary to involve itself in feuds amongst Indian rulers?’. 	<p>The learner:</p> <ul style="list-style-type: none"> • classifies different types of industries based on raw materials, size and ownership. • describes major crops, types of farming and agricultural practices in her/his own area/state. • interprets the world map for uneven distribution of population . • describes causes of forest fire, landslide, industrial disasters and their risk reduction measures. • locates distribution of important minerals e.g. coal and mineral oil on the world map. • analyses uneven distribution of natural and human-made resources on the earth. • justifies judicious use of natural resources such as water, soil, forest, etc. to maintain developments in all areas. • analyses the factors due to which some countries are known for production of major crops, e.g., wheat, rice, cotton, jute, etc., and locates these countries on the world map. • draws interrelationship between types of farming and development in different regions of the world. • draws bar diagram to show population of different countries/India/states. • distinguishes the ‘modern period’ from the ‘medieval’ and the ‘ancient’ periods through the use of sources, nomenclatures used for various regions of the Indian sub-continent and the

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<ul style="list-style-type: none"> ➤ visit places of historical importance particularly those associated with centres of colonial administration and Indian national movement. ➤ undertake '<i>projects</i>' and '<i>activities</i>' like (a) <i>writing an essay</i> on "Gandhiji's Idea of Non-violence and its Impact on India's National Movement", (b) <i>drawing up a timeline</i> on 'Significant Events of India's National Movement', (c) <i>enacting a role play</i> on 'The Chauri Chaura Incident,' and (d) locating on an outline <i>map</i> of India the 'Regions Most Effected by Commercial Crop Cultivation during the Colonial Period'. ➤ familiarise with the sources like <i>vernacular and British accounts, autobiographies, biographies, novels, paintings, photographs, contemporary writings, documents, newspaper reports, films, documentaries</i> and also <i>recent writings</i> to understand and reconstruct histories of various movements. ➤ expose to pedagogically innovative and <i>criterion-referenced questions for self-assessment</i> like 'What were the reasons for the Battle of Plassey?' ➤ participate in a discussion on the concepts of Constitution, Parliament, judiciary and marginalisation. ➤ prepare posters with drawings and pictures and make oral and written presentations on the significance of the Constitution of India, Preamble, Parliamentary government, separation of powers, federalism. ➤ debate how the principles of liberty, equality and fraternity are being practised in classroom/ school/ home/ society. ➤ do projects (solo, pair or group) about the Fundamental Rights 	<p>broad developments.</p> <ul style="list-style-type: none"> ● explains how the English East India Company became the most dominant power. ● explains the differences in the impact of colonial agrarian policies in different regions of the country like the 'indigo rebellion'. ● describes the forms of different tribal societies in the 19th century and their relationship with the environment. ● explains the policies of the colonial administration towards the tribal communities. ● explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it. ● analyses the decline of pre-existing urban centres and handicraft industries and the development of new urban centres and industries in India during the colonial period. ● explains the institutionalisation of the new education system in India. ● analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues. ● outlines major developments that occurred during the modern period in the field of arts. ● outlines the course of the Indian national movement from the 1870s till Independence. ● analyses the significant developments in the process of nation building.

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<p>and Fundamental Duties.</p> <ul style="list-style-type: none"> ➤ screen and discuss the Rajya Sabha TV series, <i>Samvidhan</i> and movies such as <i>Gandhi</i>, <i>Sardar</i>, <i>Dr. Babasaheb Ambedkar</i>. ➤ observe parliamentary constituency map of State/UT. ➤ organise a mock election with model code of conduct and Youth parliament (<i>Bal Sansad</i>). ➤ prepare a list of registered voters in one's own neighbourhood. ➤ carry out an awareness campaign in one's own locality about significance of voting. ➤ find out some public works undertaken by the MP of one's own constituency. ➤ examine contents of a First Information Report (FIR) form. ➤ express views, through descriptive and critical writing, about the role of judges in the delivery of justice to the litigants. ➤ conduct focus group discussions on violation, protection and promotion of human rights, especially of women, SCs, STs, religious/ linguistic minorities, persons with disabilities, children with special needs, sanitation workers, and other disadvantaged sections. ➤ screen and discuss the movie, <i>I am Kalam</i> (Hindi, 2011). ➤ perform a role play about child labour, child rights, and the criminal justice system in India. ➤ visit any office under the Union Government (e.g. post office) in one's own locality to observe its functioning and prepare a brief report. ➤ share experiences with peers on public facilities and reasons for the disparity in availability of water, sanitation, electricity. 	<ul style="list-style-type: none"> • interprets social and political issues in one's own region with reference to the Constitution of India. • illustrates the Fundamental Rights and the Fundamental Duties with appropriate examples. • applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation (e.g. Child Rights). • differentiates between State government and Union government. • describes the process of election to the Lok Sabha. • locates one's own constituency on parliamentary constituency map of State/UT and names local MP. • explains the process of making a law. (e.g. Domestic Violence Act, RTI Act, RTE Act). • explains the functioning of the judicial system in India by citing some landmark cases. • demonstrates how to file a First Information Report (FIR). • analyses the causes and consequences of marginalisation faced by disadvantaged sections of one's own region. • identifies the role of Government in providing public facilities such as water, sanitation, road, electricity etc., and recognises their availability. • describes the role of Government in regulating economic activities.

Suggested Pedagogical Processes	Learning Outcomes
<ul style="list-style-type: none"> ➤ organise a debate why Government be responsible for providing public facilities. ➤ case studies or newspaper clippings can be provided to learners as an example of the negligence in enforcement of the laws and compensation. ➤ group discussion on role of Government in regulating economic activities, e.g. analysing the reason of Bhopal gas tragedy. 	

For Children with Special Needs(Social Sciences)

- In order to achieve learning outcomes in EVS & Social Sciences, some students may require support in the form of prepared tapes, talking books/daisy books to access text; help in writing to communicate their ideas through alternative communication methods such as ICT or speech; adaptation of content and activities; education aids to manage visual information; and/or support to understand various geographical concepts and features and the environment.
- Group activities such as projects and assignments done through cooperative learning will enable students with SEN to participate actively in all classroom activities.
- For children with special needs (CWSN), resources such as tactile diagrams/maps, talking books, audio-visual materials, Braille, etc. may be used. Pedagogical processes and learning outcomes in the document are not exhaustive. Teachers are expected to design and follow appropriate pedagogical processes along with assessment tasks to assess their students to continuously improve learning outcomes.

For Visually Impaired children

- Verbal content including geographical terms and concepts, for example, latitude, longitudes, directions etc.;
- Graphic and visual descriptions like map reading, graphs, diagrams, paintings, inscriptions, symbols and monumental architecture etc.;
- Making observations of environment and space – land, climate, vegetation and wildlife, distribution of resources and services; and,
- Reference material like spelling lists, study questions, important references, and other information students may need to refer can be provided in enlarged, tactile or embossed formats or redrawn with proper contrasts

For Hearing Impaired children

- Understanding of terminologies/technical terms, abstract concepts, facts, comparisons, cause effect relationships and chronology of events etc.;
- Reading heavy text (textbooks/source materials) especially in History and Civics;
- Making inferences from the text.

For Children with Cognitive Impairments, Intellectual Disability

- Accessing written work, illustrations, charts, graphs and maps (especially for students with cognitive processing problems – visual spatial/visual processing / perceptual)
- Extracting relevant information from bulk information. Text heavy subjects like History are a challenge for students with reading difficulties
- Remembering the sequence of events and connecting them
- Understanding and interpreting abstract concepts

Generalisation and relating information in the textbooks with the environment or society.

