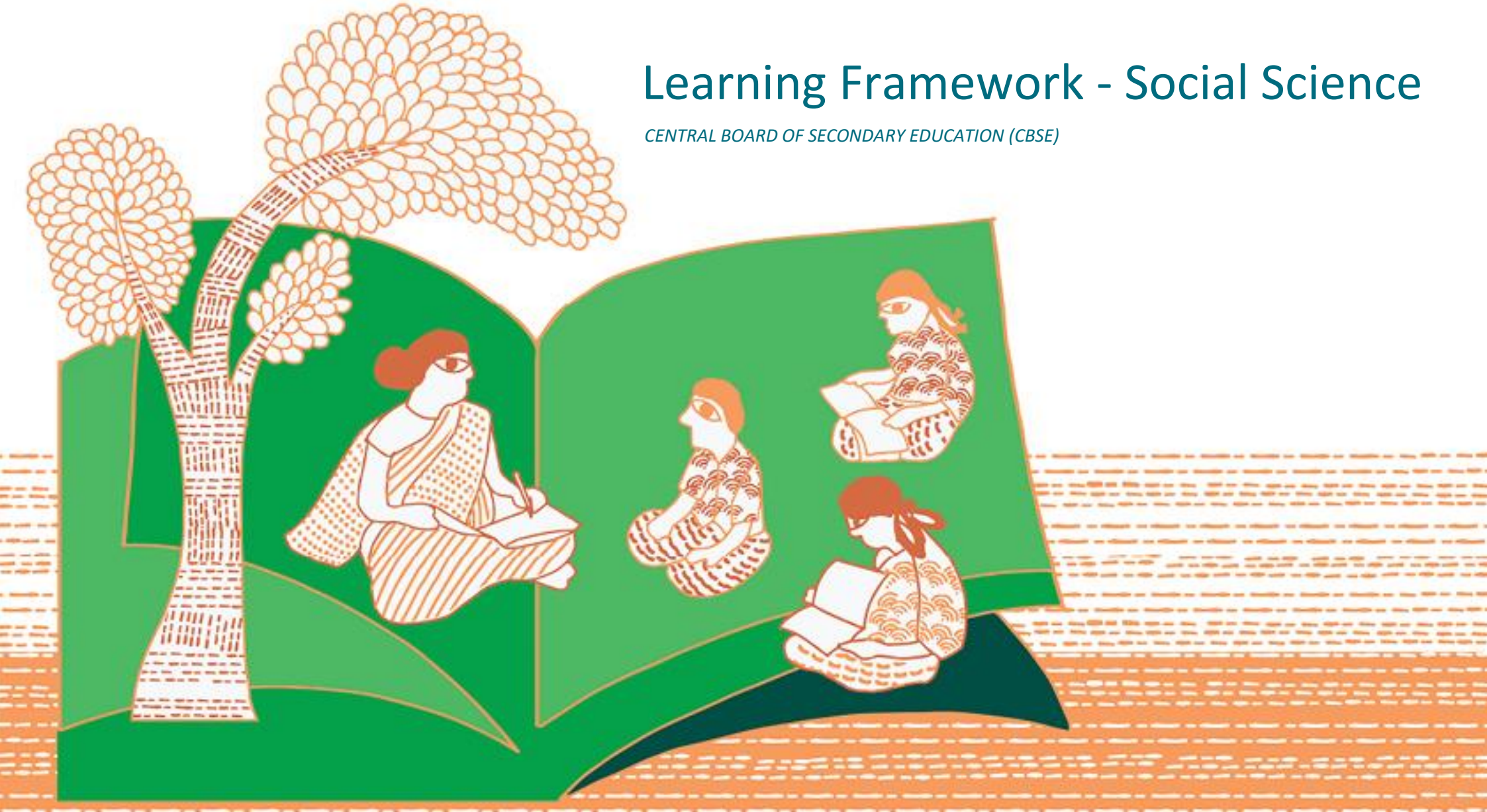
Learning Framework - Social Science

CENTRAL BOARD OF SECONDARY EDUCATION (CBSE)



Foreword

The National Education Policy (NEP) 2020 released by the Government of India, has given a clear mandate for competency-based education (CBE) to enhance acquisition of critical 21st century skills by the learners. The first determinant for implementing CBE is a curriculum which is aligned to defined learning outcomes and that clearly states the indicators to be achieved.

The Central Board of Secondary Education (CBSE) has collaborated with Azim Premji University, Bengaluru, to develop the **Learning Framework for Science, Mathematics, Social Science, English and Hindi for classes 9 and 10**. The Learning Frameworks comprise explicitly stated knowledge, skills and dispositions that an education system should try to achieve. These frameworks would help develop a common shared understanding among teachers, students and other stakeholders and would serve as a common benchmark for teaching, learning and assessment across the country. These frameworks present indicators that are aligned to the CBSE curriculum and the NCERT Learning Outcomes. They further outline samples of pedagogical processes and assessment strategies to encourage curiosity, objectivity, creativity with a view to nurture scientific temper. This framework would be a key resource for the teacher as he/ she transacts the curriculum. They have been developed to ensure that the teacher aligns the teaching learning to meet the set quality standards and also use it to track learning levels of students. The effort has been to synchronize focus on quality education with uniformity in quality of standards across CBSE schools.

We hope, these frameworks would not only become a reference point for competency-based education across the country but also facilitate planning and design of teaching-learning processes and assessment strategies by teachers and other stakeholders.

Team CBSE

Preface

The shift towards competency-based teaching and learning in the National Education Policy 2020 will be an important basis for curricular and pedagogical transformation in schools. The learning goals defined by the Policy, namely holistic and integrated development of students, and the acquisition of higher order cognitive capacities such as analysis, critical thinking and problem solving will be enabled by this shift. Such competencies will also enable equitable educational experiences through ensuring equivalence of pedagogical approaches and learning outcomes across schools and Boards of Examination.

In keeping with the thrust on competency-based teaching-learning proposed in the National Education Policy, 2020, Azim Premji University has supported the Central Board of Secondary Education to develop a '**Learning Framework**'. The learning framework is a comprehensive package which provides learning outcomes, indicators, assessment frameworks, samples of pedagogical processes, tools and techniques for formative assessment, blueprint, assessment items and rubrics. Five such frameworks have been developed for English, Hindi, Science, Social Science and Mathematics at the secondary stage.

This document details the **Learning Framework for Social Science**. The social sciences curriculum at the secondary stage helps in developing knowledge, skills, and dispositions for lifelong learning and capacitates students to explore multiple approaches that may be used to analyse and interpret their own world and the world of others. It bears the responsibility to create and expand the conditions to spread the constitutional values of equality, liberty, justice, fraternity, trust, and respect for diversity. It sets the stage for the voice of multiple genders, the marginalised, disadvantaged as well as local perceptions that are quintessential to all discussions. The subject brings multiple ways of imagining and understanding the diversity of India. The National Position Paper on the Teaching of Social Science of the NCF 2005 emphasizes the role of social science in inculcating children's critical thinking capacities and understanding of the world around them. According to the position paper,

"At the secondary stage, social sciences comprise elements of history, geography, political science and economics. The main focus will be on contemporary India, and the learner will be initiated into a deeper understanding of the social and economic challenges facing the nation... Contemporary India will be discussed from the perspectives of the Adivasi, Dalit and other disenfranchised populations and effort should be to relate the content much as possible to the children's everyday lives." (p. viii).

The **Learning Framework document** for Social Science is based on the core objectives of social science education. It presents outcomes and indicators that teachers of social science need to inculcate among students. In addition to this, sample pedagogical processes, formative assessment strategies and summative assessment blueprints and sample items are also provided. These samples will enable teachers to derive principles for making the alignment between learning outcomes-pedagogy and assessment in their classrooms whih in turn would foster competency based education in their classrooms.

Team Azim Premji University

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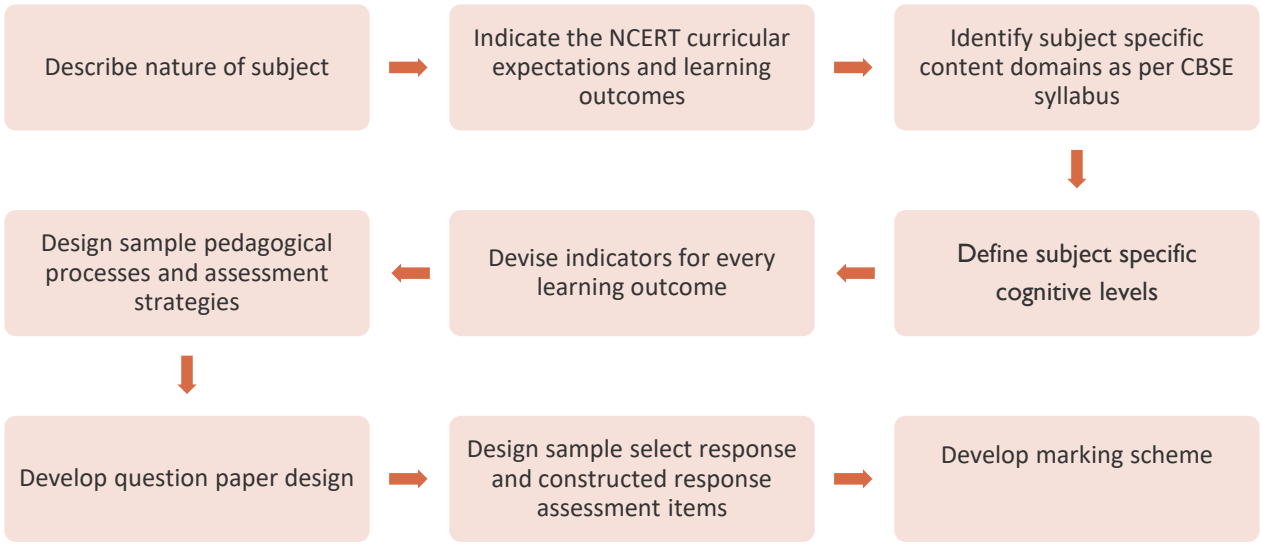
1. Introduction

The development of quality standards is paramount for any education board to understand and track the learning level of students in the country. These standards comprise explicitly stated knowledge, skills, and dispositions that the education system should strive to achieve. The quality standards are expected to serve as common benchmarks for teaching, learning and assessment. It is hoped that this framework would enable teachers, schools, and other boards to design teaching-learning processes and develop assessment tools. The Learning Framework is a comprehensive package which delineates indicators, assessment frameworks, samples of pedagogical processes, tools and techniques for formative assessment purpose, blueprint, and assessment items and rubrics.

2. Process of Developing the Learning Framework Document

An academically rigorous process has been undertaken to develop this document for the subjects, namely, English, Hindi, Social Sciences, Science and Mathematics. The flow diagram below depicts the steps in the process of developing the Learning Framework.



2.1 Describe the Nature of the Subject

The school curriculum as per the National Curriculum Framework 2005, is a broad plan for facilitating certain capabilities in children which are guided by the larger aims of school education. These aims of education are an interplay of various variables – philosophical, psychological, existing socio-cultural context and the needs of the society, the nature of learning and many more informed by research. Various school subjects enable in pursuing these aims through their distinct disciplinary focus and methods. This section clearly states the processes followed for constructing knowledge in a subject and the tools and methods of enquiry used in each subject. Further, the relevance of engaging with the given subject in school education is highlighted. The research affirms that an in-depth understanding of the nature of the subject would enable a teacher to design quality pedagogy and assessment in alignment with the subject-specific skills.

2.2 Indicate the NCERT Curricular Expectations and Learning Outcomes

The broad aims of school education stated in NEP 2020 are to:

1. Develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, a scientific temper and creative imagination, with sound ethical moorings and values
2. Build character, and enable learners to be ethical, rational, compassionate and caring
3. Achieve full human potential – through developing all aspects and capabilities of learners
4. Develop the creative potential of each individual
5. Enable learners to learn to think critically and solve problems, and use a multidisciplinary perspective
6. Enable learners to innovate, adapt and absorb new material in novel and changing fields
7. Enable children to not only learn but more importantly, learn how to learn
8. Develop engaged, productive and contributing citizens for building an equitable, inclusive and plural society as envisaged by our Constitution
9. Achieve economic and social mobility, inclusion and equality by ensuring all students can access quality education, with particular focus on historically marginalised, disadvantaged, and underrepresented groups
10. Prepare a workforce with multidisciplinary abilities across the sciences, social sciences, arts and humanities through experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible and enjoyable education.

The curricular expectations related to different age groups are spelt out stage-wise for various levels- primary, upper primary, secondary and senior secondary. These are stated at a broader level and pitched at the right level of students' understanding. This document refers to the curricular expectations as defined in The Learning Outcomes at the Secondary Stage, National Council for Educational Research and Training (NCERT) document. These curricular expectations form the basis for organising the age-appropriate content based on students' prior knowledge. Curricular expectations for a subject are ascertained through a range and variety of specific learning outcomes defined for each class. The NCERT Learning Outcomes at the Secondary Stage is the primary point of reference for this document. Learning Outcomes provide a benchmark on which learning progress can be tracked in both quantitative and qualitative ways.

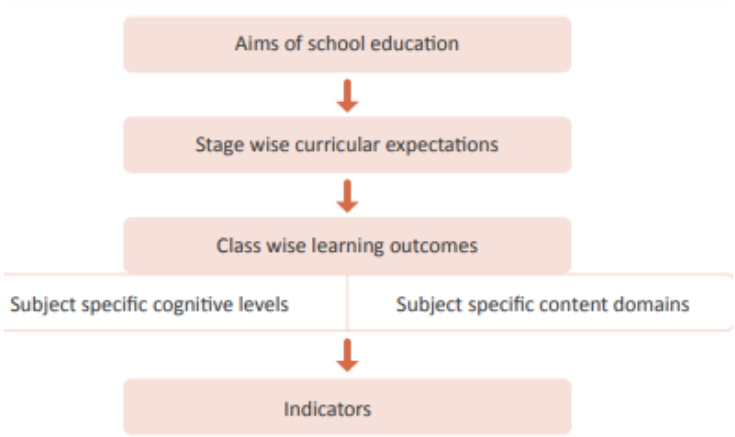
The NCERT Learning Outcomes linked with curricular expectations are competency-based and help to determine the pedagogical processes for their development. The competency-based learning encourages students to not only acquire knowledge but also apply knowledge and skills to successfully perform tasks in real-life situations.

2.3 Identify Subject-specific Content Domains as per CBSE Syllabus

The learning outcomes for each subject are expressed in terms of cognitive skills to be demonstrated and the content to be acquired by the students. In accordance with the nature of the subject, the CBSE curricula organizes content domains according to various themes for every subject. To help teachers see the connection between syllabus, textbook and learning outcomes, relevant NCERT learning outcomes are mapped to each of these content domains/ themes.

2.4 Define Subject-specific Cognitive Levels

Cognitive levels describe the thinking processes that students are expected to develop while learning a subject. Revised Bloom's taxonomy provides a useful frame of reference to classify the learning outcomes. It also helps in designing and aligning the classroom pedagogy and assessment practices with the learning outcomes. In this document, an attempt is made to define the subject-specific cognitive levels that essentially draw from Revised Bloom's Taxonomy. Such subject-specific cognitive levels capture the disciplinary knowledge and skills in a graded and concrete manner and helps in illustrating what sort of thinking is required in a social sience classroom.



2.5 Devise Indicators for Every Learning Outcome

The broad and overarching learning outcomes of social science are further broken down into specific indicators aligned to the subject-specific skills and the content in related chapters in the textbook. They are focused on subject-specific skills that students need to attain through different concepts addressed in the CBSE curriculum. A clear understanding of the scope of these learning outcomes for each concept dealt with within a textbook chapter will be immensely helpful for both teachers and students to plan their teaching and learning in a better way. Therefore, indicators aligned to subject-specific skills are defined for every learning outcome. These indicators:

- Are aligned to the goals of teaching the subject at the secondary stage
- Are defined as specific, measurable, and demonstrable competencies
- Are distributed across all content domains/ themes as per the prescribed CBSE syllabus
- Address 21st century skills including collaboration, communication, creativity, and critical thinking across school subjects
- Range from simple to complex cognitive processes for all subjects
- Are supplemented with sample assessment strategies and provide suggestions to concretise these in the classrooms

2.6 Design Sample Pedagogical Processes and Assessment Strategies

The NCERT Learning Outcomes at the Secondary Stage document provides a common set of pedagogical processes for each subject. The specific indicators are further supported with sample pedagogical and assessment strategies. This has been done to enable teachers to derive principles for making the alignment between learning outcomes, pedagogical practices, and assessment in their classrooms. The key principles considered while designing the pedagogical processes and assessment strategies are:

- Student-centred
  - Since new knowledge is built over existing knowledge, both pedagogy and assessment shall focus on students' pre-requisite knowledge, skills, attitudes, and beliefs that they bring to a classroom setting.
  - Constructivist approaches to learning with the student at the centre of the learning process as an active constructor of knowledge shall be emphasised.
  - Since students effectively learn by doing, classroom processes shall involve activities and analysis of issues surrounding the environment.
  - Cooperative and peer-supported teaching-learning activities shall be used to empower students to take charge of their own learning.

- Indicators centred
  - The focus shifts to measurable and observable behaviour on what a student will be able to do at the end of an instruction.
  - Students learn better when the method of teaching, learning activities and assessment strategies are all aligned well with the indicators. Pedagogical processes and assessment strategies shall be aligned to both content domains and cognitive skills as indicated in the indicator statements.

- Assessment centred
  - Assessments should be viewed as an integral part of pedagogy and focus on giving timely individualised feedback to students. Quality formative assessments shall be designed as it helps to modulate students understanding of their own learning at different cognitive levels and helps teachers adapt their pedagogy based on student performances.

- Multiple modes of assessment, including portfolios, project work, presentations, written and oral assignments, shall be used to provide a scope to reflect the individual capacities of a student.
- Peer assessment involving students assessing the work of their peers against set assessment criteria shall be used.

2.7 Develop the Question Paper Design

The question paper design, also called the blueprint, is a map and a detailed specification that ensures that all aspects of the curriculum are covered by the question paper. It translates the design in operational terms and all the dimensions of an item (content domain and cognitive level) become clear to the question paper developer. The information in the question paper design pertains to the content domains that will be tested; cognitive levels that will be tested; number of assessment items; aggregation of the percentages of content domains and cognitive levels. A balanced design adequately represents all the content domains and uniformly addresses a range of cognitive skills. This is a planning document where all the relevant information about a question paper is listed in the form of a table.

2.8 Design Sample Select Response and Constructed Response Assessment Items

A test developer may decide the item format/item type that will be used in the test. Broadly item formats are of two kinds: Broadly item formats are of two kinds- Selected response questions like multiple choice questions, true/false where learner has to select the correct response from the options provided and Constructed response questions where the learner has to produce the correct response. These could be as short as one-word responses to long essay type questions. A sample set of assessment items of both select response type and constructed response type is included in this document.

2.9 Develop the Marking Scheme

The marking scheme is as important as the assessment item. For assessment items, particularly those assessing understanding and other cognitive levels, it is necessary to include variations in student responses. There should be scope for fully correct, partially correct, and levels of partially correct responses. Also, the marking scheme should be aligned to the cognitive level of the item. If an item is testing the application of a concept, the marking scheme should illustrate the possible responses that could be representing the application. At any given point in time, the marking scheme would only be indicative – it may not include an exhaustive summary of all possible responses.

3. Potential Uses/Users of the Document

Classroom teaching, learning and assessment: This document will be helpful for classroom teachers and students to see the connection between syllabus, textbook and learning outcomes. The indicators can be used to effectively plan classroom pedagogy and design formative assessments. The indicators can also be used by students to self-assess and plan their learning better.

Pre-service and In-service Teacher Professional Development: This document can be utilised for developing content for professional development programs for teachers both at the pre-service and in-service levels. The sample pedagogical processes and assessment strategies will provide student teachers as well as in-service teachers an insight on how to concretise the learning outcomes in the classroom.

Textbook development: Clearly stated indicators could also facilitate the review and revision of the textbooks used for the secondary stage, and in the designing of new textbooks.

Developing Assessment Frameworks and tools for large scale assessments/surveys: This document may be used for developing assessment frameworks and question papers for Board examinations of different states leading to uniformity in quality standards across states. It could be also used as a framework for drawing key indicators for National Achievement Survey (NAS). Reporting the assessment data against these outcomes will provide a comprehensive picture of the overall health of the education system of the country.

4. The Nature of the Subject

Social Science is the study of all human efforts over time and space. The purpose of Social Science learning, therefore, is to help learners understand how the world is. Social Science as a formal discipline, started with Geography and History. Over a period of almost a century, Civics and Sociology were added. At its root, the curriculum of Social Science is shaped by the need to understand academic history and the aspiration for social improvement.

The social sciences curriculum at the secondary stage integrates the concepts, processes, and disciplines of the social sciences (history, geography, economics, political science) and leads students to explore different aspects of human engagement with the world around them. The reason for such an integrated approach is in consonance with the cognitive processes of learners at this stage. Learners do not view the world through the divisions of academic disciplines but perceive the world in a holistic manner. It provides an interdisciplinary as well as a multidisciplinary lens through which learners examine issues affecting their lives from personal, national, academic, pluralistic, and global perspectives. An integrated approach helps to see the inter-connections and inter-relatedness of various facets of society. Through the study of social science, the students are enabled and encouraged to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens in an increasingly interdependent world.

The social sciences curriculum helps in developing knowledge, skills, and dispositions for lifelong learning and capacitates students to explore multiple approaches that may be used to analyse and interpret their own world and the world of others. It bears the responsibility to create and expand the conditions to spread the constitutional values of equality, liberty, justice, fraternity, trust, and respect for diversity. It sets the stage for the voice of multiple genders, the marginalised, disadvantaged as well as local perceptions that are quintessential to all discussions. The subject brings multiple ways of imagining and understanding the diversity of India.

The knowledge, skills, and dispositions developed through the study empower students to be informed, responsible citizens of India and the world, and to participate in the democratic process to improve society. The purpose of teaching Social Science will therefore be accomplished if the learner personally makes sense of how the world got where it is and what can be done to improve it.

Each of the disciplines making up the social sciences has distinct methodologies, and therefore, justifies the presence of boundaries between them. It is imperative that the learner understand the distinct method of enquiry of each subject and at the same time develop an understanding of plurality in approaching a particular phenomenon. In this context, an attempt has been made to deal with the distinct methodologies of each discipline and at the same time seamlessly integrate disciplinary boundaries wherever the scope exists.

Broadly, the core concepts dealt with in this document that illustrate disciplinary thinking are as follows:

Geographical Thinking

Concepts of spatial significance, pattern and trends, interrelationships, and geographic perspectives

Historical Thinking

Concepts of historical significance, change and continuity, cause and consequence, historical perspectives

Political Thinking

Concepts of political significance, stability, and change, objectives and results, political perspectives

Economic Thinking

Concepts of economic significance, interrelationships, cause and consequences, economic perspectives

5. Stage-specific Curricular Expectations

The stage-specific curricular expectations of the secondary stage are in the following table:

SNo.	***NCERT Secondary Level Curricular Expectations***
CE1	Recognise the relevance of the domain of knowledge in establishing inter-linkages with natural and social environment
CE2	Classify and compare the cause-and-effect relations in the context of occurrence of events, natural and social processes and their impact on different sections of society
CE3	Explain concepts like unity in diversity, democracy, development, diverse factors and forces that enrich our cultural heritage
CE4	Discuss the need for evolving plurality of approaches in understanding natural social phenomena
CE5	Demonstrate variety of approaches on integration and interrelation within and across disciplines
CE6	Create awareness and sensitivity towards environmental issues, sustainable development, gender disparities, marginalised section of society and persons with special needs
CE7	Illustrate concepts related to different subjects with the help of technology
CE8	Identify spatial variability of events, processes and phenomena in the contemporary world
CE9	Identify democratic ethos, equity, mutual respect equality, justice, and harmony
CE10	Demonstrate skills of observation (visual & verbal forms), enquiry, reflection, empathy, communication, cooperation, critical thinking and leadership

CE11	Develop an understanding of contemporary India in the historical perspective, of the basic framework of the goals and the policies of national development in independent India, and of the process of change with appropriate connections with the world development
CE12	Analyse the values in the Indian Constitution and prepare for the roles and responsibilities as effective citizens of a democratic society

6. Content Domains

6.1 Geography

Class IX		***Class X***	
Content Domain	***Textbook Chapter***	***Content Domain***	***Textbook Chapter***
1. India • Size and Location • India and the World • India's Neighbours	1. India – Size and Location	1. Resources and Development • Types of Resources • Development of Resources • Resource Planning in India • Land Resources • Land Utilisation • Land Use Pattern in India • Land Degradation and Conservation Measures • Soil as a Resource • Classification of Soils	1. Resources and Development

		• Soil Erosion and Soil Conservation	
2. Physical Features of India • Major physiographic divisions	2. Physical Features of India	2. Forest and Wildlife • Biodiversity or Biological Diversity • Flora and Fauna in India • Vanishing Forests • Asiatic Cheetah: Where did they go? • The Himalayan Yew in trouble • Conservation of forest and wildlife in India • Project Tiger • Types and distribution of forests and wildlife resources • Community and Conservation	2. Forest and Wildlife Resources
3. Drainage • Major rivers and tributaries • Lakes • Role of rivers in the economy • Pollution of rivers	3. Drainage	3. Water Resources • Water Scarcity and The Need for Water Conservation and Management • Multi-Purpose River Projects and Integrated Water Resources Management • Rainwater Harvesting	3. Water Resources
4. Climate	4. Climate	4. Agriculture	4. Agriculture

• Concept • Climatic Controls • Factors influencing India's climate • The Indian Monsoon • Distribution of Rainfall • Monsoon as a unifying bond		• Types of farming • Cropping Pattern • Major Crops • Technological and Institutional Reforms • Impact of Globalisation on Agriculture	
5. Natural Vegetation and Wildlife • Factors affecting Vegetation • Vegetation types • Wild Life • Conservation	5. Natural Vegetation and Wildlife	5. Minerals and Energy Resources • What is a mineral? • Mode of occurrence of Minerals • Ferrous and Non-Ferrous Minerals • Non-Metallic Minerals • Rock Minerals • Conservation of Minerals • Energy Resources • Conventional and Non-Conventional • Conservation of Energy Resources	5. Minerals and Energy Resources
6. Population • Size • Distribution • Population Growth • Processes of Population Change	6. Population	6. Manufacturing Industries • Importance of manufacturing • Contribution of Industry to National Economy • Industrial Location • Classification of Industries • Spatial distribution	6. Manufacturing Industries

		• Industrial pollution and environmental degradation • Control of Environmental Degradation	
		7. Life Lines of National Economy • Transport – Roadways, Railways, Pipelines, • Communication • International Trade • Tourism as a Trade	7. Life Lines of National Economy

6.2 History

Content Domain	*Class IX - Textbook Chapter*	*Class X - Textbook Chapter*
1. Events and processes	1. French Revolution 2. Socialism in Europe and the Russian Revolution 3. Nazism and Rise of Hitler	1. The rise of nationalism in Europe 2. Nationalism in India
2. Livelihoods, economies, and societies	4. Forest Society and Colonialism 5. Pastoralists in the Modern World	3. The making of a global world 4. The age of industrialisation
3. Everyday life, culture, and politics		5. Print Culture and the Modern World

6.3 Political Science

Political Science			
Class IX		*Class X*	
Content Domain	***Textbook Chapter***	***Content Domain***	***Textbook Chapter***
1. What is Democracy? • Features of Democracy • Why Democracy? • Broader Meaning of Democracy	1. What is Democracy? Why Democracy?	1. Power Sharing • Case Studies of Belgium and Sri Lanka Why power sharing is desirable? • Forms of Power Sharing	1. Power Sharing
2. Constitutional Design • Democratic Constitution in South Africa • Why do we need a constitution? • Making of the Indian Constitution • Guiding Values of the Indian Constitution	2. Constitutional Design	2. Federalism • What is Federalism? • What makes India a Federal Country? • How is Federalism practised in India? • Decentralisation in India	2. Federalism
3. Electoral Politics • Why Elections? • What is our System of Elections? • What makes elections in India democratic?	3. Electoral Politics	3. Democracy and Diversity • Case Studies of Mexico etc. • Differences, similarities, and divisions • Politics of social divisions	3. Democracy and Diversity
4. Working of Institutions • How is the major policy decision taken? • Parliament	4. Working of Institutions	4. Gender, Religion and Caste • Gender and Politics • Religion, Communalism and Politics • Caste and Politics	4. Gender, Religion and Caste

• Political Executive • Judiciary			
5. Democratic Rights • Life without rights • Rights in a Democracy • Rights in the Indian Constitution • Expanding the scope of rights	5. Democratic Rights	5. Popular Struggles and Movements • Popular Struggles in Nepal and Bolivia • Mobilisation and Organisation • Pressure Groups and Movements	5. Popular Struggles and Movements
		6. Political Parties • Why do we need Political Parties? • How many Parties should we have? • National Political Parties and State Parties • Challenges to Political Parties • How can Parties be reformed?	6. Political Parties
		7. Outcomes of Democracy • How do we assess democracy's outcomes? • Accountable, responsive and legitimate government • Economic growth and development • Reduction of inequality and poverty • Accommodation of social diversity • Dignity and freedom of the citizens	7. Outcomes of Democracy
		8. Challenges to Democracy • Thinking about challenges • Thinking about Political Reforms • Redefining democracy	8. Challenges to Democracy

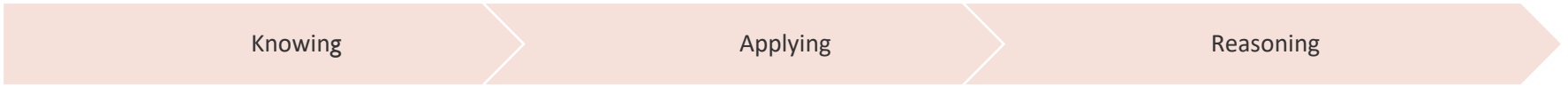
6.4 Economics

Economics			
Class IX		*Class X*	
Content Domain	***Textbook Chapter***	***Content Domain***	***Textbook Chapter***
1. The Story of Village Palampur • Organisation of production • Farming in Palampur • Non-farm activities of Palampur	1. The Story of Village Palampur	1. Development • What Development Promises - Different people different goals • Income and other goals • National Development • How to compare different countries or states? • Income and other criteria • Public Facilities • Sustainability of development	1. Development
2. People as Resource • Economic activities by men and women • Quality of Population • Unemployment	2. People as Resource	2. Sectors of the Indian Economy • Sectors of Economic Activities: Comparing the three sectors • Primary, Secondary and Tertiary Sectors in India • Division of sectors as organised and unorganised • Sectors in terms of ownership: Public and Private Sectors	2. Sectors of the Indian Economy
3. Poverty as a Challenge • Poverty	3. Poverty as a Challenge	3. Money and Credit • Money as a medium of exchange	3. Money and Credit

• Poverty Estimates • Vulnerable Groups • Interstate disparities • Global Poverty Scenario • Causes of Poverty • Anti-poverty measures • Challenges		• Modern forms of money • Loan activities of Banks • Two different credit situations • Terms of credit • Formal sector credit in India • Self Help Groups for the Poor	
4. Food Security in India • Food Security • Demographic concepts • Population as an asset or a liability for a nation • Poverty as a challenge • Buffer Stock • Public Distribution System	4. Food Security in India	4. Globalisation and the Indian Economy • Production across countries • Interlinking production across countries • Foreign Trade and integration of markets • What is globalisation? • Factors that have enabled Globalisation • World Trade Organisation • Impact of Globalisation on India • The Struggle for a fair Globalisation	4. Globalisation and the Indian Economy
		5. Consumer Rights • The consumer in the market place • Safety is everyone's Right • Right to be informed, to choose, to seek redressal, to represent • Learning to become well informed consumers • Where should consumers go to get justice? • Consumer movements	5. Consumer Rights

7. Subject-specific Cognitive Levels

At the secondary stage, the social sciences aim to develop the methods of scientific enquiry amongst the students, and each discipline of this domain lends itself to distinctive methods of enquiry. However, at this stage, Social Science is interdisciplinary and multidisciplinary in nature and helps to understand an issue/ event or phenomenon in a holistic manner. An attempt has been made to categorise the knowledge and skills of the subject into knowing, applying, and reasoning. The three categories should be considered interrelated, reflecting the wholeness and interconnectedness of learning. The categories describe the thinking processes students shall engage with in a social science classroom.



1. **Knowing**: This domain addresses the student's ability to locate and retrieve relevant knowledge from long-term memory like definitions, facts, dates, terms and terminologies that are foundational to social science. It also includes knowledge of classifications, categories, principles, ideas, theories, and models that enable students in knowing and understanding the subject.

Recalls *Recognises* *Locates*	• Identifies different types of soil, minerals, renewable and non-renewable energy resources, etc. • Defines basic terms and concepts such as nationalism, colonialism, orientalism, democracy, *Satyagraha*, liberty, human capital, etc. • Recalls names, places, dates, and people associated with some important historical events and developments • Locates places, states, union territories, and other physical features on the map of India. • Recognises and describes different physical features, types of forests, seasons, etc. • Locates places of historical importance on maps.
Explains *Classifies* *Compares* *Describes* *Infers*	• Explains the cause and effect between different historical events and developments such as the impact of print culture on the growth of nationalism in India • Describes political terms and concepts associated with democracy • Compares levels of poverty and unemployment across Indian states • Compares different monarchies of contemporary times like the United Kingdom, Saudi Arabia, and Bhutan • Illustrates how different social groups coped with changes in the contemporary world and describes these changes

Illustrates	

2. **Applying**: This domain addresses student's ability in applying the knowledge, skills and dispositions developed during the course of studying social sciences. This includes skills of observation, reflection, empathy, collaboration, listening respectfully and providing space for multiple perspectives in real life situations. It also includes using a variety of credible and reliable sources such as different kinds of texts, artwork, and charts and applying them to draw conclusions and making connections between various contexts, within the discipline and with the other disciplines, in order to understand an event or a phenomenon in its totality.

Applies knowledge and skills in familiar contexts	• Applies concepts, procedures, spatial skills, processes, and technologies in a familiar context:
	  ○ demonstrates a variety of approaches on integration and interrelation within and across disciplines
	  ○ demonstrates skills of observation, enquiry, reflection, empathy, communication, and critical thinking
	  ○ collaborates with a team to determine the criteria that need to be considered when making a decision
	  ○ demonstrates in everyday contexts attributes, skills, and work habits developed in social sciences
	(e.g., listen respectfully to the position of others during conversations; collaborate with peers to organise an event in their school; assess the credibility of information in a new source; voice informed opinions when engaging in discussions)

Transfers knowledge and skills to new contexts	• Applies concepts of thinking, procedures, spatial skills, methodologies, and technologies in new contexts: • Uses skills to assess the credibility of a source; uses appropriate organisers to manage their evidence and ideas; applies work habits such as creating and following a plan, taking responsibility when collaborating with peers • Applies the learned skills to determine perspectives e.g., media reports on a current event; to understand the significance of a new political policy; to understand ways in which a current social trend is similar to or different from past trends • Applies skills related to using graphs, charts, and tables; computer use; use of a geographic information system [GIS], satellite imagery; measurement and calculation; data analysis • Applies skills related to reading text, graphic texts, writing, document use, computer use, oral communication, numeracy, charts, and tables that can be transferred to the world of work and/or to everyday life • Uses spatial skills to read population pyramids, graphs, and thematic maps to help them identify patterns and trends related to the ageing of the population and assess their consequences. • Uses statistical data to analyse changes in family structures and thematic maps to highlight aspects of cultural diversity in various communities

Makes connections within and between various contexts	• Draws connections between topics/issues being studied and everyday life • Draws linkages between social sciences and other disciplines • Makes connections within different spatial, cultural, or environmental contexts in proposing and/or taking action to address related issues; in making predictions

3. **Reasoning**: This domain includes students' ability to demonstrate the skills of planning, processing, critiquing, and communicating. It builds student competency in the methods of social science inquiry. It develops the skills of formulating questions related to events, issues, and phenomena; gathering and organising various forms of data, evidence, and sources; further analysing and interpreting sources and other information; drawing conclusions; communicating in various forms for different audiences. This process of inquiry in social sciences lends itself to scientific reasoning /rigour in the domains of learning within and beyond classrooms and helps in shifting away from rote learning to conceptual understanding.

Formulates Questions	• Formulates questions (hypothesises): ○ to explore various events, developments, issues, and/or phenomena that are related to the overall expectations to identify the focus of their inquiry ○ to determine which key concept or concepts are relevant to their inquiry ○ to develop criteria that can be used in evaluating data, evidence, and/or information, making judgements, decisions, or predictions, and/or reaching conclusions
Gathers and organises	• Gathers and organises to: ○ collect relevant qualitative and quantitative data, evidence, and information and a variety of primary and secondary sources including visuals and community resources ○ determine if their sources are credible, accurate and reliable ○ identify the purpose and intent of each source ○ identify the points of view in the sources they have gathered ○ use a variety of methods to organise the data, evidence, and/or information they have gathered ○ record the sources of the data, evidence, and information they are using ○ decide whether they have collected enough data, evidence, and/or information for their work
Interprets and Analyses	• Interprets and analyses: ○ data, evidence, and information, applying the relevant concepts of disciplinary thinking ○ graphs, charts, diagrams, and maps to identify the key points or ideas in each source ○ the issue, event, development, or phenomenon they are investigating by constructing graphs, charts, diagrams, and maps ○ sources to determine the importance of an issue, events, development, or phenomenon for individuals or groups individual sources to identify biases and determine if all points of view are represented in the source materials as a whole, and if any, are missing

Evaluates and Draws Conclusions	• Evaluates and draws conclusions:
	  ○ by synthesising data, evidence, and information, and makes informed, critical judgements based on that data, evidence, and information
	  ○ about their inquiry, and support them with their data, evidence, and information
	  ○ to make predictions based on their data, evidence, and information
	  ○ to determine the ethical implications of an issue or action
	  ○ to determine the action required, where appropriate

Expresses and organises ideas and information	• Expresses and organises ideas and information:
	  ○ in oral, visual, and/or written forms
	  ○ to communicate for different audiences and purposes in oral, visual, and/or written forms
	  ○ by using conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms:
	  ▪ academic vocabulary specific to the topic; terminology and concepts related to social sciences
	  ▪ footnotes or endnotes, author/date citations, reference lists, bibliographies, credits to acknowledge different types of sources e.g., articles, art works, blogs, books, films or videos, songs, websites

8. Learning Outcomes

The following learning outcomes for the secondary stage developed by NCERT, state the important knowledge, skills and dispositions that students need to attain at the end of an academic year for Class IX and X Social Science subjects.

S.No.	*Class IX – NCERT Secondary Level Learning Outcomes*
LO1	**Recognises and retrieves facts, figures and narrate processes, for example,** • locates places, states, union territories, and other physical features on the map of India. • recognises and describes different physical features, types of forests, seasons, etc. • describes important terms in Geography such as, standard meridian, drainage basin, water divide, monsoon, weather, climate, flora, fauna, population density, etc. • estimates annual growth rate. • defines simple economic terms such as, poverty, literacy, unemployment, head-count ratio, food security, exports, and imports, etc. • lists various factors of production. • recalls names, places, years of some important socio-political and economic events that changed India and the world, such as, the American Revolution, French Revolution, Russian Revolution, and the Freedom Struggle of India. • locates places of historical importance on maps. • describes economies and livelihoods of a few social groups. • describes political terms and concepts associated with democracy and dictatorship, such as, free, and fair election, freedom of expression, independent judiciary, accountability, rule of law, etc.
LO2	**Classifies and compares events, facts, data, and figures, for example,** • classifies physical features in the surroundings and compare them with physical features of other places • compares different data, such as, population and rainfall • compares the course of events leading to important revolutions in the world such as, French and Russian Revolutions • distinguishes different types of governments operating across the world • compares levels of poverty and unemployment across Indian states • compares different monarchies of contemporary times like United Kingdom, Saudi Arabia, and Bhutan.

LO3	**Explains cause and effect relationship between phenomena, events, and their occurrence, for example,** • examines factors causing pollution and their impact on people's lives • explains factors affecting course of a river, climate, population distribution, flora, and fauna of a region. • explains the causes and effects of various revolutions. • illustrates how different social groups coped with changes in the contemporary world and describe these changes. • explains the difference between revolution and social change. • outlines the formation of democratic governance in different countries of the world. • explains the process of change in democracies. • identifies democratic rights of Indian citizens and constitutional values such as, democracy, justice, liberty, equality, etc. • explains causes and impacts of economic issues such as, poverty, landlessness, and food insecurity. • analyses the impact of social exclusion and vulnerability.
LO4	**Analyses and evaluates information, for example,** • analyses different types of climate found in different regions of India and the world. • examines factors leading to deforestation. • outlines or assesses the working of Indian Parliament and the judiciary. • analyses historical trends in important developmental indicators, such as, literacy and poverty. • assesses the impact of important government welfare programmes which aimed at (a) poverty alleviation; (b) ensure food security; (c) generate self-employment; and (d) provide healthcare facilities
LO5	**Interprets, for example,** • maps of river systems in India, physiograph, and population distribution • maps of movement of goods and people from India to the rest of the world • texts and symbols which stand for liberty, equality, and fraternity • cartoons • photographs • posters • newspaper clippings related to socio-political issues • pie and bar diagrams of data related to agricultural production, literacy, poverty, and population
LO6	**Draws interlinkages within Social Science, for example,** • explains inter-relationship between various passes and sea ports in India for trade and communication since historical times. • examines the geographical importance of electoral constituencies.

	• analyses food security as a component of agriculture. • analyses the linkages between population distribution and food security. • explains inter-relationships among livelihood patterns of various social groups including forest dwellers, economic development, and environmental conservation
LO7	**Identifies assumptions, biases, prejudices, and stereotypes about various aspects, for example,** • texts • news items • visuals • political analysis • people in different geographical regions of India • important government welfare programmes
LO8	**Demonstrates inquisitiveness, enquiry, i.e., pose questions related to—** • geographical events such as, the mechanism of monsoon and causes of natural disasters. • impact of green revolution in India and their own area. • legacy of French Revolution in India and the world.
LO9	**Constructs views, arguments, and ideas on the basis of collected or given information, for example,** • people and their adaptation with different climatic conditions. • oral and written accounts of living historical legends, people as a resource.
LO10	**Extrapolates and predicts events and phenomena, for example,** • weather • pollution and diseases • famine and poverty
LO11	**Illustrates decision-making and problem-solving skills, for example,** • mitigating the impact of water pollution conservation of resources • problem of food shortage • avoid hunger and famines in India • deciding on the appropriateness of resources in historical events and developments
LO12	**Shows sensitivity and appreciation skills, for example,**

	• empathises with differently abled and other marginalised sections of the society, such as, Scheduled Tribes • appreciates political diversity • appreciates cultural diversity • appreciates religious diversity • recognises language diversity • recognises social diversity • empathises with the people who were affected by wars, holocaust, natural and human-made disasters • recognises how physical and mental violence leads to immense suffering of human beings • demonstrates or exhibits sense of citizenship such as, observing hygiene and cleanliness, punctuality, follow rules, etc.

S.No.	***Class X – NCERT Secondary Level Learning Outcomes***
LO1	**Recognises and retrieves facts, figures, and narrate processes, For example:** • identifies different types of soil, minerals, renewable and non-renewable energy resources, etc • locates areas or regions known for production of coal, iron ore, petroleum, rice, wheat, tea, coffee, rubber, and cotton textile on the map of India. • defines important terms in Geography such as, resource, renewable and non-renewable resources, subsistence agriculture, plantation, shifting agriculture, environmental protection, and environmental sustainability. • defines basic Economics terms associated with economic development such as, human capital, sustainable development, gross domestic product, gross value added, per capita income, human development index, multinational company, foreign trade, liberalisation, and foreign investment. • lists different forms of money and sources of credit, rights of consumers. • recalls names, places, dates, and people associated with some important historical events and developments such as the French Revolution, nationalism, industrialisation, globalisation, and urbanisation. • defines terms and concepts such as, nationalism, colonialism, orientalism, democracy, *Satyagraha*, and liberty. Defines important terms such as, federalism, diversity, religion, and political party
LO2	**Classifies and compares events, facts, data and figures, for example:** • classifies types of resources, minerals, farming, for example, subsistence and commercial farming. • compares areas growing rice and wheat on the map of India. • compares visuals such as, the image of Bharatmata with the image of Germania. • compares European nationalism with anti-colonial nationalism in countries such as, India, South America, Kenya, Indo-China. • compares per capita income of some important countries. • differentiates consumer rights.

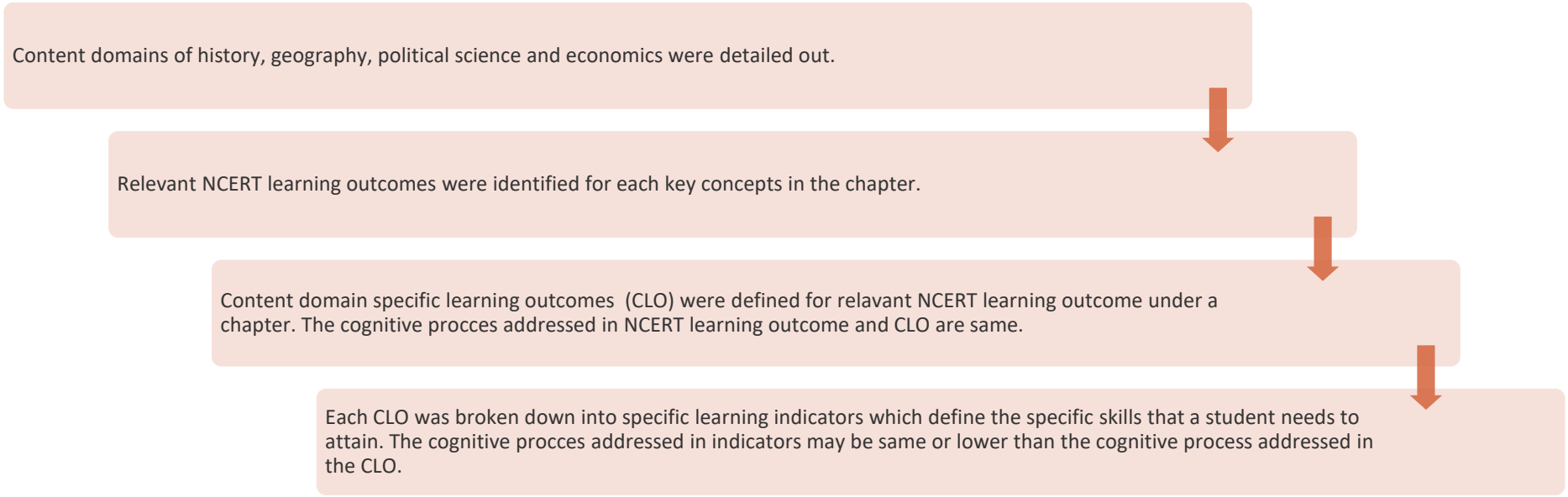
	• classifies occupations and economic activities into sectors using different criteria. • compares the powers and functions of state and central government in India. • classifies national and regional political parties in India. • explains the terms used in political discussions and their meaning, for example, Gandhian, communist, secularist, feminist, casteist, communalist, etc.
LO3	**Explains cause and effect relationship between phenomena, events, and their occurrence, for example,** • explains factors responsible for production of different crops in India. • explains industries and their impact on environment. • explains the cause and effect between different historical events and developments such as, the impact of print culture on the growth of nationalism in India. • examines the impact of technology on food availability. • assesses the impact of the global transfer of disease in the pre-modern world in different regions of the world, for example, in the colonisation of America. • analyses the impact of overuse of natural resources such as, ground water and crude oil. • analyses the change in sectoral composition of gross domestic product. • analyses the consequences of dependence on different sources of credit. • explains the policies and programmes of different political parties in the states of India.
LO4	**Analyses and evaluates information, for example,** • assesses the impact of conservation of natural resources on the life of people in any area in view of sustainable development. • analyses indigenous or modern methods of conservation of water, forests, wildlife, and soil. • explains victories and defeats of political parties in general elections. • analyses texts and visuals such as, how symbols of nationalism in countries outside Europe are different from European symbols. • assesses the impact of MNREGA, role of banks as a source of credit. • assesses the impact of globalisation in their area, region, and local economy. • analyses the contribution of different sectors to output and employment.
LO5	**Interprets, for example,** • maps • texts • symbols • cartoons • photographs • posters • newspaper clippings

	• climatic regions • changes in maps brought out by various treaties in Europe • sea and land links of the trade from India to West Asia, South East Asia and other parts of the world. • pie., and bar diagrams related to gross domestic product, production in different sectors and industries, employment and population in India
LO6	**Draws interlinkages within Social Science, for example,** • analyses changes in cropping pattern, trade and culture • explains why only some regions of India are developed • analyses the impact of trade on culture. • shows the linkages between economic development and democracy.
LO7	**Identifies assumptions, biases, prejudices, and stereotypes about various aspects, for example,** • region • rural and urban areas • food habits • gender • language • idea of development • voting behaviour • caste • religion • democracy • political parties • marginalised and differently abled groups • globalisation and industrialisation • the notion of progress and modernity
LO8	**Demonstrates inquisitiveness, enquiry, i.e., pose questions related to—** • concentration of industries in certain areas. • scarcity of potable water. • role of women in the nationalist struggles of different countries. • various aspects of financial literacy. • working of democracy from local to national levels.

LO9	**Constructs views, arguments, and ideas on the basis of collected or given information, for example,** • natural resources and their impact on cultural diversity of any region • historical events and personalities • economic issues, such as, economic development and globalisation • definitions commonly available in textbooks for various economic concepts • methodology used to estimate gross domestic product, poverty and size of the organised/unorganised sector
LO10	**Extrapolates and predicts events and phenomena, for example,** • predicts the impact of pollution of water, air, land and noise on human health. • predicts natural disasters due to deforestation. • infers and extrapolates from situations, such as, how artists and writers nurture nationalist sensibilities through art, literature, songs and tales. • comes out with answers creatively on the issue: (a) if India stops importing petroleum crude oil; (b) if multinational companies are closed; (c) the nature of employment in India in 2050; (d) what would happen if all schools and hospitals in India are privatised?
LO11	**Illustrates decision-making and problem-solving skills, for example,** • comes out with solutions to issues in one's own area such as: (a) problems related to agriculture and transport, (b) generate employment opportunities, improve access to credit for low-income families and (c) assesses how certain developments in colonial India were useful for both colonisers as well as nationalists in different fields such as, literature, transportation and industries.
LO12	**Shows sensitivity and appreciation skills, for example,** • empathises with differently abled and other marginalised sections of the society, such as, forest dwellers, refugees and unorganised sector workers • appreciates political diversity • appreciates cultural diversity • appreciates religious diversity • recognises social diversity • empathises with the people who were affected by displacement, extremism and natural as well as human-made disasters; Indian indentured labourers working in different countries such as, Caribbean and Fiji

9. Content Domain-Specific Learning Outcomes and Indicators

The learning outcomes defined by NCERT are generic and broadly defined. They are focused on the social science-specific skills that students need to attain through different concepts addressed in the syllabus. A clear understanding of the scope of these learning outcomes for each concept dealt with in a textbook chapter will be immensely helpful for both teachers and students to plan their teaching and learning better. To enable this, the following process is followed:



9.1 Class IX

9.1.1 Geography

Content Domain, Chapter, Key Concepts	*Learning Outcomes: NCERT*	*Content Domain Specific Learning Outcomes*	*Indicators*
1. **India – Size and Location** • Size and Location • India and the World • India's Neighbours	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO1: Recognises and retrieves facts, figures **w.r.t. India's size, location, and neighbouring countries.**	C1. Identifies / locates and labels: important latitudes, longitudes, standard meridian, geographic features demarcating India's extent (e.g., Himalayas in the north, the important seas in the east, west and south, the strait separating India from Sri Lanka), states and union territories with their capitals, islands and India's neighbouring countries on an outline map of India. C2. States the location, extent, size, shape, and the neighbouring countries of India. C3. States the geographic boundaries separating India from its neighbouring countries.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO2: Explains how **location of India influenced the exchange of ideas and commodities.**	C4. Explains the role played by various passes and sea ports in trade and communication related activities in India. C5. Explains the strategic location of India with respect to world trade.
	LO4: Analyses and evaluates information.	CLO3: Draws interlinkages of **latitude and longitude with the distance between places, variation in the**	C6. Draws interrelationship between ground distance between two places on the earth

		duration of day and night with seasons and time.	and their latitudinal and longitudinal extension. C7. Draws interlinkages between latitude of a place and its variation in the duration of day and night with seasons. C8. Draws interrelationship between the longitude of a place and its local time.
2. Physical Features of India • Major Physiographic Divisions	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO4: Recognises and retrieves **facts related to India's physiography.**	C9. Names the major physiographic features and divisions of India. C10. Identifies / locates and labels the main physiographic divisions of India & water bodies on an outline map of India. C11. Defines terms related to physiography e.g., dunes, gorge, doab, barchans, islands, orographic rainfall, peninsula, strait, gulf, etc.
	LO2: Classifies and compares events, facts, data, and figures.	CLO5: Classifies and compares the **different physiographic divisions in India.**	C12. Compares: • Western Himalayas (Kashmir & Himachal Himalayas, Kumaon Himalayas) with Eastern Himalayas (Nepal & Assam Himalayas) • Himalayas with the rest of the ranges and hills found in India • Western Ghats and Eastern Ghats • West Coastal Plain and East Coastal Plain • *Bhangar* and *Khadar* • *Bhabar* and *Terai* region • Lakshadweep Islands & Andaman & Nicobar Islands

	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO6: Explains the **cause-and-effect relationship within and between the natural processes and phenomena and human environment.**	C13. Explains the formation of the 6 physiographic divisions of India. C14. Describes the extent, physical features (*relief, drainage, climate, soil, natural vegetation*) of the 6 physiographic divisions of India. C15. Explains the influence (direct and indirect) of Himalayas / The Northern Plain / The Peninsular Plateau / Coastal Plains / The Indian Desert on human life.
	LO4: Analyses and evaluates information.	CLO7: Analyses and evaluates the **interrelation between the natural and human environment.**	C16. Differentiates the life of the people (food, house types, clothing, economic activities etc.) in different physiographic divisions: Himalayan region / The Northern Plain / The Peninsular Plateau / Coastal Plains / The Indian Desert.
	LO5: Interprets.	CLO8: Reads and interprets the **physiography map of India.**	C17. Interprets physiography map of India (*Reads the conventional signs, symbols and colours used in the physiography map of India and interprets the relief features*).
	LO11: Illustrates decision-making and problem-solving skills.	CLO9: Illustrates decision-making and problem-solving skills for **sustainable development of the natural / physical environment.**	C18. Suggests plans for sustainable development of the Himalayan region / Northern Plains / Peninsular Plateau / Indian Deserts / Coastal Plains and the Islands.
3. Drainage • Major rivers and tributaries • Lakes	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO10: Recognises and retrieves facts on the **drainage system of India.**	C19. Identifies / locates and labels important rivers and their tributaries, lakes, dams on an outline map of India. C20. Names the river systems in India.

• Role of rivers in the economy • Pollution of rivers			C21. Defines the terms related to drainage: river system, river basin, water divide, perennial rivers, source of a river, drainage patterns (*dendritic, trellis, radial, rectangular*), tributary, distributary, braided channel, floodplain, ox-bow lakes, meandering river, delta, estuaries etc.
	LO2: Classifies and compares events, facts, data, and figures.	CLO11: Classifies and compares **river systems in India.**	C22. Compares between: • Himalayan and Peninsular rivers • East flowing and west flowing rivers of peninsular plateau • Peninsular & Non-peninsular rivers
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO12: Explains **cause and effect relation within and between natural environment (between topography and river system, river patterns and river features).** CLO13: Explains **cause and effect relationship between natural and human environment.**	C23. Explains how the landforms produced by a river (*erosion and depositional features*) along its course, is controlled by the topography through which it flows. C24. Predicts the drainage patterns formed by a river with the relief and structure of the landform through which they flow. C25. Explains the role of rivers and lakes in human society.
	LO4: Analyses and evaluates information.	CLO14: Analyses the **relation between natural and human environment.**	C26. Analyses the causes for the change in the discharge of a river. C27. Analyses the relation between natural and human environment in various contexts such as in river basins, (e.g., *flooding due to change in the course of a river; heavy siltation within the river bed due to dam construction on a river etc., population distribution*).

			C28. Conducts surveys to find the causes for the rise in pollution level in rivers and lakes in their local area.
	LO5: Interprets.	CLO15: Interprets map showing **river systems in India.**	C29. Interprets maps of river system in India (*the different river systems – the main river with tributaries on their right and left bank, the direction in which they flow, the sea / ocean that the rivers join, important towns and cities dotting their banks, important dams built across the rivers etc*.)
	LO11: Illustrates decision-making and problem-solving skills.	CLO16: Illustrates decision-making and problem-solving skills on **conservation of waterbodies.**	C30. Suggests plans on measures to mitigate the impact of water pollution. C31. Suggests measures for river conservation.
4. Climate • Concept • Climatic Controls • Factors influencing India's climate • The Indian Monsoon • Distribution of Rainfall • Monsoon as a unifying bond	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO17: Recognises and retrieves facts and figures related to **monsoon climate.**	C32. Identifies / marks and labels the rainfall distribution, the direction of south-west monsoon, north-east monsoon and retreating monsoon winds on an outline map of India. C33. Defines the terms related to monsoon climate: ', pre-monsoon showers ('*loo*', '*kaal baisakhi*', 'mango showers'), 'onset / burst of monsoon', 'break in monsoon', 'jet stream', 'western cyclonic disturbances', 'Inter Tropical Convergence Zone', '*El Nino*'.
	LO2: Classifies and compares events, facts, data, and figures.	CLO18: Compares **weather data and climatic graphs of several places in India.**	C34. Interprets weather reports/data and climatic graphs of different places in India.

	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO19: Explains the **factors that influence the climate of a place.**	C35. Explains the factors (*latitude, altitude, pressure and winds, distance from the sea, ocean currents*) that influence the climate of a place. C36. Explains the characteristics of Indian monsoons.
	LO4: Analyses and evaluates information.	CLO20: Analyses and evaluates the **connections within and between the natural phenomena (monsoon climate) and human environments.**	C37. Differentiates between weather and climate. C38. Analyses reasons for climatic variations in different parts of India. C39. Evaluates the effect of monsoon on the socio-cultural and economic life of the people in India (e.g., agricultural calendar, relation between amount of rainfall and total production of crops, festivities associated with monsoon etc.).
	LO5: Interprets.	CLO21: Interprets **maps and graphs to understand the weather and climate patterns in India.**	C40. Interprets: • climate graphs of different cities to understand the specificities of Indian Tropical Monsoon Climate • maps (*showing atmospheric conditions over the Indian subcontinent*) to understand the mechanism of monsoon
	LO8: Demonstrates inquisitiveness, enquiry, i.e., pose questions.	CLO22: Formulates **questions for investigation / inquiry process.**	C41. Poses questions on the mechanism of monsoon: • Does high humidity in the air and cloud formation always lead to rainfall? • How does high pressure in east Madagascar and El Nino phenomenon affect Indian monsoon?

			• Why does the temperature and amount of rainfall vary from place to place despite having the same type of climate? • How does the mechanism of monsoon operate? • Why are there breaks during the monsoon season? • How does the *El-Nino* phenomenon affect the polity and economy of India?
5. Natural Vegetation and Wildlife • Factors affecting Vegetation • Vegetation types • Wildlife • Conservation	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO23: Recognises and retrieves facts on **natural vegetation and wildlife in India.**	C42. Identifies / locates and label types of natural vegetation, sanctuaries (wildlife & bird) and national parks on an outline map of India. C43. Defines terms related to natural vegetation and wildlife: biome, ecosystem, flora, fauna, sanctuary, bio-reserve, endemic or indigenous species, exotic plants, virgin vegetation.
	LO2: Classifies and compares events, facts, data, and figures.	CLO24: Classifies and compares **diverse flora and fauna found in India.**	C44. Classifies the diverse flora and fauna found in India. C45. Compares the types of natural vegetation found in India.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO25: Explains how the **natural vegetation varies with the physical /natural environment.**	C46. Explains the variation of the natural vegetation in different rainfall regimes.
	LO4: Analyses and evaluates information.	CLO26: Analyses the different **physical processes that affects the type of natural vegetation in a region.**	C47. Draws interlinkage between the type of vegetation in an area with its relief (*land*

		CLO27: Analyses the **characteristics of the natural vegetation in different biomes.**	*and soil*) and climate (temperature, photoperiod, and precipitation). C48. Analyses the adaptation mechanism of the natural vegetation in different biomes (*e.g., why - trees shed leaves in deciduous forest; plants have aerial roots in mangrove forests; conical trees with needle-shaped leaves in temperate regions; succulent plants with long or spreading roots in desert areas etc.*). C49. Analyses the causes for deforestation / shrinking of the area under forest cover. C50. Examines the impact of shrinking of the area under forest cover (both on natural and human environment). C51. Suggests measures to conserve forests and wildlife.
		CLO28: Evaluates the **impact of depletion of flora and fauna on the natural and human environment.**	
		CLO29: Justifies the **need for conservation of forests and wildlife.**	
	LO5: Interprets.	CLO30: Interprets **natural vegetation map of India to make connection between rainfall regime and relief of a place with its natural vegetation.**	C52. Interprets maps showing • distribution of different types of vegetation • the reasons for unequal distribution of forest cover in different parts of India.
	LO9: Constructs views, arguments, and ideas on the basis of collected or given information.	CLO31: Constructs views and arguments **on removal of forest cover/ hunting and poaching associated with developmental works.**	C53. Debates on the pros and cons of 'developmental activities' versus removal of forest cover.
	LO11: Illustrates decision-making and problem-solving skills.	CLO32: Illustrates **measures to protect forest cover and wildlife.**	C54. Plans strategies to protect forest cover and wildlife.
	LO12: Shows sensitivity and appreciation skills.	CLO33: Communicates **concern over extinction of flora and fauna.**	C55. Develops a poster, slogans / mind map, street play, flash play, songs,

			documentaries, campaigns for conservation /protection of biodiversity.
6. Population • Size • Distribution • Population Growth and Process of Population Change	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO34: Recognises and retrieves facts on **demography/ population.**	C56. Identifies / locates / labels states having (i) highest and lowest density of population (ii) highest and lowest sex ratio (iii) largest and smallest states according to area, in the map of India. C57. Defines terms related to population: census, population density, birth- rate, death-rate, migration, population growth (absolute increase and annual growth rate), population composition, sex ratio, literacy, occupational structure (primary, secondary, tertiary activities).
	LO2: Classifies and compares events, facts, data, and figures.	CLO35: Classifies and compares **data related to population.**	C58. Compares population growth in India at different time Periods (natural and man-made calamities).
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO36: Explains **interrelation between the natural and human environment on the distribution and composition of the population.**	C59. Explains the relation between the physical/natural environment and the distribution of population in India. C60. Explains the relation between migration and change in composition and distribution of population.

	LO4: Analyses and evaluates information.	CLO37: Analyses the **factors for the growth / decline in population.** CLO38: Analyses **the relation between population and the development of a country.**	C61. Analyses the causes for the decline of population growth rate in India. C62. Distinguishes between population growth and population change. C63. Analyses because people are important resource for a country. C64. Examines the relation between health / literacy rate / age- sex composition with country's development.
	LO5: Interprets.	CLO39: Reads and interprets **demographic data, maps, and graphs.**	C65. Reads and interprets demographic data, maps, and graphs to understand (i) population growth pattern (ii) age-sex-ratio and its implication (social indicator) (iii) uneven distribution of population (iv) the relation between the literacy rate and country's development.

9.1.2 History

Content Domain, Chapter, Key Concepts	***Learning Outcomes: NCERT***	***Content Domain Specific Learning Outcomes***	***Indicators***
SECTION I Events and processes **1. French Revolution**	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO1: Recalls **chronology with names, places, years of some important socio-political and economic events that changed India and the world, such as, the French Revolution**. CLO2: Locates **places of historical importance on the map of France.**	C66. Defines terms: *Livre,* Clergy, Nobility, *Tithe, Taille*, Subsistence crisis, third estate, manor, constitutional monarchy, Declaration of Rights of Man and Citizen, Liberals, Radicals and Conservatives, the changing nature in the terminology of time (e.g., 'BC'-'BCE','AD'-CE').

		CLO3: Retrieves **time which is the distinctive marker of history**.	C67. Locates places of significant importance in French Revolution- Versailles, Bastille, Marseilles, Paris. C68. Recalls the name of the Indians who were influenced by the idea of revolutionary France. C69. Recalls the dates of important events in the French Revolution: 1774,1789,1791,1792-93,1804 and 1815. C70. Identifies the importance of chronology to understand the concept of time, change and continuity, progress and regression, cause, and significance.
	LO2: Classifies and compares events, facts, data, and figures.	CLO4: Outlines **the course of events leading to important revolutions in the world such as, the French Revolution**.	C71. Compares the different societies that existed in France during the feudal ages. C72. Compares between the capitalist and socialist ideas of private property. C73. Compares the role of women in the French Revolution and the Russian Revolution.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO5: Explains the **cause-and-effect relationship in the context of French Revolution**, and can identify **the historical significance, cause and consequence, change and continuity in the events and processes.** CLO6: Explains that **the past can be introduced with multiple narratives**	C74. Explains the causes that led to the French Revolution. C75. Draws interlinkages between the causes that led to the revolution. C76. Explains the transition of France from monarchy to constitutional monarchy. C77. Describes the role of National assembly to curb the power of the monarch. C78. Investigates how democratic thought and institutions were influenced by

		and can be explained through multiple perspectives.	Enlightenment thinkers (e.g., John Locke Louis Montesquieu,). C79. Explains the period from 1793 to 1794 referred to as the Reign of Terror. C80. Discusses the significance of storming of Bastille. C81. Draws a flowchart to show the interlinkages between subsistence crisis and the cause of the French Revolution, rise in the taxes by Louis XIV and outbreak of the revolution. C82. Draws a concept map to illustrate the transition of power in France from 1789-1804. (Constitutional Monarchy-Republic-Directory).
	LO4: Analyses and evaluates information.	CLO7: Analyses and interprets **the ideas, course, and impact of French Revolution from a variety of perspectives**.	C83. Analyses the circumstances under which Louis XVI finally accorded recognition to the National Assembly. C84. Evaluates the significance of individuals and groups who made major political and cultural from 1789-1804. C85. Analyses the impact of the revolutionary period on the abolition of the slave trade. C86. Examines how politics and revolution influences everyday life in context of French Revolution in particular, and in the contemporary times in general.

	LO5: Interprets.	CLO8: Interprets **texts and symbols, cartoons, photographs, posters, newspaper clippings related to socio-political issues**.	C87. Interprets the symbols used by the revolutionaries in the French revolution. C88. Evaluates primary documents, material artifacts and historic sites important in history from 1789-1804 • Documents • Writings • Paintings **An illustration of interpreting a cartoon** *The spider and the fly* *(political cartoon analysis tool)* **Observe:** • Where was the cartoon published? Describe any references to a place or location? • What objects shown in the cartoon have symbolic meaning? • What issues does the cartoon illustrate? Describe the people and objects in the cartoon? • Describe what is happening in the cartoon? • What inferences/connections can be made on the society during the 18th century France?
	LO6: Draws interlinkages within Social Science.	CLO9: Draws **interlinkages between economy and politics in the course of French Revolution**.	C89. Draws linkages between trade, demand of cash crops, plantation, slavery, and with the economic prosperity of port cities like Bordeaux and Nantes.

			C90. Traces the democratic rights enshrined in the constitution of India whose origin can be drawn to the French Revolution.
	LO7: Identifies assumptions, biases, prejudices, and stereotypes about various aspects.	CLO10: Identifies **bias with regards to gender in the making of the constitution**.	C91. Identifies the bias in the constitution of 1791 (France) on the political rights of the women.
	LO8: Demonstrates inquisitiveness, enquiry, i.e., pose questions related to a subject.	CLO11: Demonstrates **skills of understanding the concept of time**.	C92. Demonstrates skills of comparing timelines of the same era made by different cultural, social, and ethnic groups. C93. Explores how do historians decide that goes into the timeline. C94. Demonstrates the use of vocabulary of time in history. • Dates: 2500 BC, 1900 CE, 750 BCE, 1789 AD • Time: 5.00 am ,0500 hrs., EST, GMT • Phrases: olden days, once upon a time, in recent times, long ago • Time-spans: generation, decade, century, millennium • Times for large and but inexact amount of time: eon, era, epoch • Periods of time: Victorian, Nationalism in India, The Colonial
	LO9: Constructs views, arguments, and ideas on the basis of collected or given information.	CLO12: Constructs **views and arguments based on the sources of history**.	C95. Compares the manifesto drafted by Olympe de Gouges (Source F) with the declaration of the Rights of Man and Citizen (Source C).

			C96. Discusses the importance of multiple perspectives on a historical event shape viewpoint of that event e.g., French Revolution.
	LO11: Illustrates decision-making and problem-solving skills.	CLO13: Decides on **the appropriateness of resources in historical events and developments**.	C97. Interprets past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values. C98. Develops an understanding of what constitutes an historical source. **Illustration** What constitutes a fact? Whose point of view? What is missing? What is the context **Choosing a source** • Identifies a source (who, what, when where and why) of the source's creation. • Using the source material • The issue (What is the focus question?) • The context (context for the sources, background knowledge) • The analysis (establishing credentials, questioning the evidence, comparing it with existing knowledge, other contemporary material, and secondary sources)

			• The synthesis /corroborate (develop conclusions from the evidence)
	LO12: Shows sensitivity and appreciation.	CLO14: Relates that **the ideas of liberty, equality, freedom comes from a long-drawn history**.	C99. Appreciates the legacy of French Revolution which gave birth to the ideas of liberty, freedom, equality, and democratic rights.
2. Socialism in Europe and the Russian Revolution	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO15: Recalls the historical significance of the events and dates.	C100. Defines autocracy, soviet. C101. Recalls the historical significance of the following dates in context of Russian Revolution: 1898,1905,1917,1918- 20,1919,1929. C102. Recalls the effect of French Revolution on India.
	LO2: Classifies and compares events, facts, data, and figures.	CLO16: Compares **the political parties and the circumstances of the French Revolution and Russian Revolution**.	C103. Compares the 'Bolsheviks' and 'Mensheviks'. C104. Compares the circumstances under which the national anthem of France - Marseilles was sung (French Revolution and Paris Commune). C105. Compares and contrasts the First world war on the 'eastern front' from the 'western front'. C106. Compares and contrasts the ideologies of 'ushering socialism with democracy' (Lenin) and 'building socialism in one country, without democracy' (Stalin).

	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO17: Explains **the society and economy of Russia before the Russian Revolution**.	C107. Explains the views of liberals and radicals on Industrialisation. C108. Describes the purpose of the Second International. C109. Describes the society and economy of Russia existing in 1914. C110. Elucidates the role played by women which led to the formulation of the International Women's Day. C111. Explains the difference between the peasants of Russia and the other European farmers. C112. Discusses Lenin's April Theses and the reaction of the Provisional government towards it. C113. Describes the course of the October revolution 1917. C114. Describes the role of the Muslim *jaddists* in the Bolshevik revolution.
	LO4: Analyses and evaluates information.	CLO18: Analyses and evaluates **the course of the Russian Revolution**.	C115. Differentiates between 'liberals', radicals and conservatives in the context of the time. C116. Examines the belief that peasants could be the main force of the revolution and not the workers and how it was contradicted by Lenin. C117. Examines the reasons for the revolution of 1905 and its effect in Russia. C118. Analyses the course and the impact of February Revolution in Petrograd. C119. Examines the effect of nationalisation by the Bolsheviks in Russia.

			C120. Critiques the changes brought by All Russian Congress of Soviets in Russia. C121. Examines how the proposal of land distribution by the Bolsheviks led to the civil war in Russia and the response of the people of Central Asia on Russian Revolution. C122. Examines the steps undertaken to transform Russia into a socialist nation. C123. Critiques Stalin's Collectivism programme and draws linkages between Planned economy and Collectivisation of agriculture. C124. Examines the global influence of the Russian Revolution and the USSR and how did other countries adapt to socialism. C125. Examines how the idea of socialism was conceived by Robert Owen, Louis Blanc and Karl Marx and Friedrich Engels.
	LO5: Interprets.	CLO19: Interprets **newspaper clippings related to socio-political issues**.	C126. Interprets newspaper clippings: **Illustration: Source from the textbook** **Peasant Newspaper: Krestianskaia Gazeta** A peasant who did not want to join the collective farm (Afanasil Dedoorovich Frebenev, an independent cultivator)

			Questions: In what ways was the impact of collective farming different for people?
	LO6: Draws interlinkages within Social Science.	CLO20: Draws connections with **the idea of 'space 'in different disciplines**.	C127. Makes connections how social topography of a city or a village reflects social division, control, and relationship (left bank and right bank).
	LO8: Demonstrates inquisitiveness, enquiry, i.e., pose questions related to a subject.	CLO21: Validates **the relevance of multiple perspective and multi vocality in History**.	C128. Uses different sources, multiple perspective and multi vocality in history. Example: Dreams and realities of a Soviet Childhood in 1933.
	LO9: Constructs views, arguments, and ideas on the basis of collected or given information.	CLO22: Constructs **arguments and views based on the sources provided in the textbook**.	C129. Constructs views and arguments based on the two different views on - Central Asia of the October Revolution. Example: M.*N Roy, Memoirs (1964), Kazakh leader in 1919, quoted in Alexander Bennigsen and Chantal Quelquejay, 1960.*
	LO12: Shows sensitivity and appreciation skills.	CLO23: Demonstrates **appreciation for individual rights, socialistic ideals**.	C130. Substantiates that the ideals of socialism became a part of the anti-colonial movements in different countries.
3. Nazism and the rise of Hitler	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO24: Recalls and retrieves **important terms of Nazism**.	C131. Defines -Genocide, *Reichstag*, *Lebensraum*, Great Depression, Racial utopia, Concentration camps, *Gestapo*, Enabling Act, SS, Nordic German Aryans, Gypsies.

			C132. Lists the inherent defects of the of the Weimar constitution w.r.t Article 48. C133. Locates places of Axis Powers and Allied powers of WW1 & WW2.-WW1: Axis Powers & Allied Powers- Germany, Austria Hungary, Italy, Great Britain, France, Russia, USA.WW2: Axis Powers & Allied Powers: Germany, Italy, Japan, USA, France, Great Britain, Soviet Union (USSR).
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO25: Explains **the turning point in history which led to the rise of Hitler in Germany**.	C134. Explains the impact of the first world war on the economy and politics of the world. C135. Explains the reasons for the birth of Weimar Republic in Germany and its coinciding with the revolutionary uprising w.r.t Spartacist League and the Bolshevik revolution. C136. Illustrate the major turning points to destroy democracy in 1933 by Hitler. C137. Illustrates examples of war propaganda in different historical contexts.
	LO4: Analyses and evaluates information.	CLO26: Analyses and interprets: • power of symbols and rituals for Nazi propaganda • the effects of the Great Depression	C138. Examines the effects of the changes in military technologies used during World War I, including trench warfare, chemical weapons, machine guns, and aircraft. C139. Evaluates how the effects of Great Depression impacted the relationship between the United States and other nations, the Dawes Plan in Germany.

			C140. Examines the reasons for holding Weimar Republic responsible for bringing disgrace to Germany. C141. Examines how Hitler used rituals, symbols for mass mobilisation and a sense of unity among people. C142. Evaluates Hitler's idea of opting for war for recovery of economic crisis. C143. Evaluates how the crimes committed by Hitler were linked to a system of belief and practices – idea of racism borrowed from Charles Darwin and Herbert Spencer. C144. Examines how Hitler carried on the persecution of millions of people in the name of Racial utopia from 1933-38,1939-45. C145. Examines terms used during Hitler's regime • *Desirable and undesirable* • *Special treatment, final solution* • *Selection and disinfections* • *Ghettoisation, Exclusion, Annihilation.* C146. Examines the life of the ordinary people in the wake of Nazism. C147. Analyses the poem written by Pastor Niemoller on the silence of people and the bystanders. C148. Compares the perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

	LO6: Draws interlinkages within Social Science.	CLO27: Connects with **the geopolitical concept of 'space'**.	C149. Analyses the importance of geopolitical concept of *Lebensraum* or living space of Hitler.
	LO7: Identifies assumptions, biases, prejudices, and stereotypes about various aspects.	CLO28: Identifies **prejudices and stereotypes propounded by Hitler**.	C150. Identifies biases and stereotypes e.g., The Aryan race was the finest, Strong race would survive and the weak one would perish, establishing on Charles Darwin and Herbert Spencer theory and Racial hierarchy.
	LO8: Demonstrates inquisitiveness, enquiry; i.e., pose questions.	CLO29: Demonstrates **the process of enquiry to answer a historical question**.	C151. Demonstrates the process of enquiry on Treaty of Versailles. • **Use Information**: Examine the Treaty of Versailles to understand how it created the conditions that led to the Second World War. • **Identify Cause and Consequence**: What were the consequences of the terms of the Treaty of Versailles? • **Consider Perspective**: How do you think the people of Germany felt after the First World War when the terms of the Treaty of Versailles were imposed? How might German citizens have viewed Hitler's early political platform?
	LO9: Constructs views, arguments, and ideas on the basis of collected or given information, for example.	CLO30: Constructs **views on the effects of the first world war on Germany and subsequent rise of Hitler and Nazism**.	C152. Constructs views on whether the terms of the Treaty of Versailles were fair and just based on the historical evidence.

	LO12: Shows sensitivity and appreciation skills.	CLO31: **Empathises with the people who were affected by wars, holocaust.**	C153. Rationalises why is it important to remember holocaust.
SECTION II Livelihoods, Economies, and Societies **4. Pastoralists in the Modern World**	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO32: Recalls, retrieves, the various **names, occupations of the pastoral communities of India and Africa**. CLO33: Locates the **places inhabited by the pastoralist communities in India and Africa**.	C154. Locates the different pastoral communities of India and Africa and in particular the Maasai community of Africa (Kenya and Tanzania). C155. Identifies the paradigm shift in history from merely reading about kings and queens to livelihoods, economies, and societies in history. C156. Identifies the change and continuity in the lives of the pastoral community.
	LO2: Classifies and compares events, facts, data, and figures.	CLO34: Compares and contrasts **the effects of colonial rule**. CLO35: Classifies the **social categories of tribes**.	C157. Compares and contrasts the effect of colonial rule on pastoral communities in India and Africa. C158. Classifies the social categories of the Maasai tribes.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO36: Explains **how the pastoralist communities sustained their life**.	C159. Explains the factors that helped the pastoral communities in sustaining their lives. C160. Describes how the measures introduced by the British led to class divide among the Maasai's.
	LO4: Analyse and evaluates information.	CLO37: Analyses **the seasonal movements in different geographies**. CLO38: Analyses **the effect of the implementation of Acts by the British on the pastoral communities**.	C161. Examines the seasonal movement of the pastoral communities in the mountains, plains, plateaus, and the desert. C162. Analyses the impact of the colonial rule on the pastoral lives • Expanding cultivation

			• Forest Acts • Criminal Tribes Act • Increase in taxation C163. Examines how the pastoralists cope with the changes in their lives. C164. Critiques the turning of grazing land into game reserves and its effects on the Maasai community.
	LO5: Interprets texts and symbols, cartoons, photographs Posters, newspaper clippings related to socio-political issues.	CLO39: Interprets **the primary and secondary sources of History**.	C165. Interprets the source and relates with the effect on 'closing the border' with the other pastoral communities of Africa Statement of Kakoland herders, Namibia Quoted in Michael Bollig, 'The colonial encapsulation of the northwestern Namibian pastoral economy, 'Africa 68(4),1998. C166. Reads and interprets the source and draws connection with the condition of pastoralists in India and Africa.
	LO6: Draws interlinkages within Social Science.	CLO40: Draws **linkages within social sciences on politics, economy, and geography with regards to pastoralism**. CLO41: Reflects on **the idea of 'Space' (geography, history, and political science)**.	C167. Determines how geography, economy and seasons play an important role with regards to the seasonal movements of the pastoralist in India and Africa. C168. Reflects on the idea of Space (different spaces used by the whites and blacks -prohibition) and relates with other countries (India, Germany, South Africa) on spatial segregation. '*Kaekoveid permits to enter 'Magistrate to police station*

			Commanders of Outjo and Kamanjab,24th November,1937. C169. Explores how the changes in the political boundaries/territorial affected the pastoral communities in India and Africa. C170. Reasons how the scramble for Africa in Europe and USA determined the boundaries of Africa. C171. Justifies that ecologically pastoralism is the most viable form of life and is suited to many hilly and dry regions.
	LO7: Identifies assumptions, biases, prejudices, and stereotypes about various aspects.	CLO42: Identifies **the bias and stereotypes with regards to specific communities**.	C172. Identifies the stereotypes constructed around the nomadic pastoralists and gypsies in the world (Roma's of Europe) and connects Hitler's view on the same.
	LO8: Demonstrates inquisitiveness, enquiry.	CLO43: Interrogates **the reasons leading to stereotypes and discrimination**.	C173. Explores and interrogates the belief of the Maasai's on tilling the land for crop farming as a crime against nature. C174. Investigates the reasons for the biasness and stereotypical thoughts on the nomadic community in particular and certain communities in general.
	LO9: Constructs views, arguments, and ideas on the basis of collected or given information, for example.	CLO44: **Synthesises evidence and information, and make informed, critical judgements based on that evidence, information**.	C175. Constructs views and arguments on the imposition of Tribes Act of 1871 on craftsmen, traders, and nomadic pastoralists Criminal. C176. Communicates views, arguments logically using different forms (oral,

			written) by using historical concepts, terms, and terminology of history.
	LO12: Shows sensitivity and appreciation skills.	CLO45: Develops **an enduring understanding of the importance of placing economies, livelihoods, and societies in history perspective**.	C177. Shows cognizance towards the contribution of the pastoral communities in the economies of contemporary world.
5. **Forest, society, and colonialism**	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO46: Recalls **the meaning of terms associated with the chapter**.	C178. Defines: Deforestation, Scientific Forestry, Commercial Forestry, plantation *blandongdiensten* system, 'a scorched earth policy.
	LO2: Classifies and compares events, facts, data, and figures.	CLO47: Categorises **the different kind of forest in accordance with the Acts**.	C179. Categorises different types of forest in accordance with the Act of 1878. C180. Compares and contrasts the Forest rules of the Dutch and the East India Company.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO48: Explains **the effect of colonialism on Forest and the life of the people dwelling in forest**. CLO49: Makes connection with **the global demand of certain kind of crops and woods and its effect on India and Indonesia**.	C181. Explains the reasons for the expansion of cultivation during the colonial period. C182. Summarises how did the demand of certain crops affected the forest.
			C183. Explains how ban on shifting cultivation affected the life of the forest dwellers. C184. Describes the reaction of the people of Bastar with the coming of new laws and restrictions. C185. Explains the contribution of Dhurwas of the Kanger Forest in rebelling against the British.

			C186. Draws connection between War and Deforestation. C187. Describes the various practices and festivals through which the tribals preserve forests.
	LO4: Analyses and evaluates information.	CLO50: Draws **relationships between Forest, Society and colonialism in India and Indonesia**.	C188. Examines the reasons for introducing commercial forestry in India by Dietrich Brandis. C189. Examines how British equated the killing of large animals to the civilising mission. C190. Examines how Asia and Africa have begun to see that scientific forestry and the policy of keeping forest communities away from forests. C191. Critiques expansion of cultivation as a sign of progress. C192. Justifies that the people who live near the forests must be involved in conserving the forest. C193. Analyses the lives of the forest dwellers affected by the Forest Acts then and now.
	LO5: Interprets texts and symbols, cartoons, photographs, posters, newspaper clippings related to socio-political issues.	CLO51: Interprets **paintings and Forest official data**.	C194. Interprets painting by John Dawson - When the valleys were full and connects with the notion of' wilderness 'and purpose of killing wild animals by the British in India on the context of civilising mission. C195. Infers from official data that the cutting of trees in the colonial times to led to the deforestation in India.

	LO6: Draws interlinkages within Social Science.	CLO52: **Makes connections with economics, politics and history through the chapter.**	C196. Draws connection with forest, economies, livelihoods, need for implementing Forest Acts, change in agriculture and crops produced and, commercialisation of forest.
	LO8: Demonstrates inquisitiveness, enquiry, i.e., pose questions.	CLO53: Investigates **the pre-conceived notions of the British**.	C197. Investigates: why 'wildernesses were considered to be unproductive by the British and how is wilderness perceived in the contemporary times. C198. Identifies the change and continuity in the Forest Act of the pre- and post-colonial India. C199. Questions state ownership of the forest.
	LO9: Constructs views, arguments, and ideas on the basis of collected or given information.	CLO54: Builds **connections related to pastoralism in the modern world and forest societies and colonialism**.	C200. Constructs arguments on the effects of colonialism on pastoralist and the forest dwellers by examining available sources.
	LO12: Shows sensitivity and appreciation skills.	CLO55: Empathises with **marginalised sections of the society, such as, forest dwellers**.	C201. Plans different course of actions (campaigns etc.) to ensure that marginalised voices are heard.

9.1.3 Political Science

Content Domain, Chapter, Key Concepts	*Learning Outcomes: NCERT*	*Content Domain Specific Learning Outcomes*	*Indicators*
1. **What is Democracy? Why Democracy?** • What is Democracy? • Features of Democracy • Why Democracy? • Broader Meaning of Democracy	LO1: Recognises and retrieves facts, figures, and narrate processes.	CLO1: Recognises and retrieves facts and narrate processes w.r.t. **democracy and its features**.	C202. States what democracy means. C203. Identifies the basic features of democracy.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO2: Explains cause and effect, and relationship between the **key features of democracy, and its need in a democracy.**	C204. Traces the growth of democracy over time. C205. Explains why elected representatives have final decision-making power in a democracy. C206. Discusses the relationship of free and fair elections to an incumbent government's fair chance to lose. C207. Relates the term 'one person, one vote, one value' in the context of a democracy. C208. Describes the conditions that enable a democratic government to rule within limits.
	LO4: Analyses and evaluates information.	CLO3: Analyses and evaluates **information that helps determine democratic or non-democratic features in the context of an institution.** CLO4: Analyses the **expanding meaning of democracy.**	C209. Analyses the features of democracy to distinguish a specific government as democratic or non- democratic. C210. Analyses non-governmental spheres where principles of democracy can be applied.

	LO5: Interprets Maps, Texts, Symbols, Cartoons, Photographs, Posters, Newspaper clippings.	CLO5: **Interprets primary and secondary sources regarding democratic practices**.	C211. Interprets newspaper reports of political developments and policies of different countries to track good democratic practices.
	LO7: Identifies assumptions, biases, prejudices or stereotypes about various aspects.	CLO6: Identifies **assumptions, biases, prejudices or stereotypes about decision-making in a democracy**.	C212. Identifies assumptions about able decision-makers in institutions such as family, school and classroom and extends the idea to the political and social spheres around them (e.g., ability of children, marginalised and other communities based on gender, religion, caste, disabilities, and socio-economic category).
	LO8: Demonstrates inquisitiveness, enquiry.	CLO7: Demonstrates inquisitiveness about **decision making in a democracy**.	C213. Examines stories from families and institutions to identify elements of democratic decision-making such as consultation and consent of all those affected by a decision (e.g., also with reference to text-based case studies of Pakistan, Mexico, Zimbabwe, China, Saudi Arabia, Estonia, Fiji.).
	LO9: Constructs views, arguments and ideas based on collected or given information.	CLO8: Constructs views, arguments regarding **quality of democratic governments**.	C214. Argues with evidence whether democracy enhances the dignity of its citizens (e.g., healthcare, employment, basic needs, education, food etc., in the context of non-crisis and crisis situations like Covid-19 pandemic). C215. Expresses views whether democracy is better than other forms of government that are there today.

	LO12: Shows sensitivity and appreciation skills.	CLO9: **Demonstrates sensitivity and appreciation of law**.	C216. Justifies democracy as a better form of government (e.g., how the rule of law helps in an orderly functioning of the home, institution, community, city, state, country they live in, etc.).
2. Constitutional Design • Democratic Constitution in South Africa • Why do we need a constitution? • Making of the Indian Constitution • Guiding Values of the Indian Constitution	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO10: Recognises and retrieves facts to describe **the need for a constitution**.	C217. States the four core needs for a constitution based on the experience of South African and India. C218. Identifies the elements of constitutional design using the example of the South African Constitution.
	LO2: Classifies and compares events, facts, data, and figures.	CLO11: Compares **Constitutions in specific contexts**.	C219. Compares the Constitutions of South Africa and India based on its: design, the people involved in its making and, the values it embodies.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO12: Explains the **cause-and-effect relationship between different events and processes that led to the making of the Constitution of India.** CLO13: Explains **the parts of the Constitution and its relevance to its users**. CLO14: Describes the **constitutional design of a democracy**.	C220. Explains how the Constitution of a country reflects the experiences of its people. C221. Describes the various events, the people, and the process of the making of the Constitution of India. C222. Explains in the context of a democracy the significance of: The Preamble Different sections of the Constitution Need to preserve the constituent assembly debates.
	LO4: Analyses and evaluates information.	CLO15: Analyses and evaluates information regarding **what constitutes the core**	C223. Examines the core values agreed upon by all national leaders prior to

		philosophy of the Indian Constitution. CLO16: Examines **the constituent assembly's decision not to consider the Constitution as sacred, static and unalterable law**.	the formation of the constituent assembly. C224. Analyses the circumstances under which constitutional amendments are made. C225. Examines the correlation between constitutional design and institutional arrangements in a democracy. C226. Compares the preamble of different countries such as India, South Africa, and USA. C227. Distinguishes between Mahatma Gandhi and B R Ambedkar's viewpoints on incorporating equality. C228. Explains key phrases and terms in the preamble in the context of Indian democracy such as: We the people of India, sovereign, socialist, secular, democratic republic, justice, liberty, equality, fraternity. C229. Critically examine the significance of accepting our Indian Constitution made by the constituent assembly more than seven decades ago.
	LO12: Shows sensitivity and appreciation skills.	CLO17: **Shows sensitivity and appreciation of values of the Constitution.**	C230. Interprets the set of values featured in the Preamble of the Indian Constitution. C231. Illustrates the spirit of fraternity that is reflected in the Constitutions of different democratic countries.

3. Electoral Politics • Why Elections? • What is our System of Elections? • What makes elections in India democratic?	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO18: Recognises and retrieves facts about **the need for elections in a democracy**.	C232. Identifies the choices voters have through elections in a representative democracy. C233. Lists the features of a democratic and a non-democratic election. C234. States the need for electoral constituencies.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO19: Describes **what makes an election democratic.** CLO20: Describes **the stages of elections in a democracy**. CLO21: Explains **cause and effect to determine if elections are free and fair.**	C235. Outlines the process of making a voters list. C236. Describes how legal declarations in nomination form helps a voter make an informed choice in elections. C237. Identifies the responsibilities of the Election Commission that relates to its role in ensuring free and fair elections. C238. Describes the process of voting, counting, polling officers and the role of voting agents. C239. Explains the benefits of and challenges to free and fair elections. C240. Demonstrates how acceptance of election outcome is acceptance of the rule of the Constitution.
	LO4: Analyses and evaluates information.	CLO22: Analyses and evaluates information to determine **if there is equal political representation of all citizens in India.**	C241. Examines the challenges to free and fair elections and suggests ways to address it. C242. Inspects the criteria for determining an electoral constituency in India for its efficacy in ensuring free and fair elections.

			C243. Analyses the implications of area-based representation in constituting an electoral constituency. C244. Evaluates the concept of reserved constituencies in the context of equal representation. C245. Examines the election manifesto of the government in power to see if they are aligned to the government's decisions and policies.
	LO5: Interprets Maps, Texts, Symbols, Cartoons, Photographs, Posters, Newspaper clippings.	CLO23: Interprets newspaper reports to understand **if democratic processes are followed during elections**.	C246. Interprets newspaper reports to understand if democratic processes are followed during elections.
	LO7: Identifies assumptions, biases, prejudices, or stereotypes about various aspects.	CLO24: Identifies **assumptions, biases, prejudices, or stereotypes regarding constituencies**.	C247. Identifies the assumptions based on which reserved constituencies are created.
	LO12: Shows sensitivity and appreciation skills.	CLO25: Shows sensitivity and appreciation about **political representation for all**.	C248. Reflects on the significance of the provisions in the Constitution that ensures equality of political representation for the marginalised and socially excluded groups such as Scheduled Tribes and Scheduled castes, women, and other gender. C249. Identifies the evolving changes in the electoral processes in India.
4. **Working of Institutions** • How is a major policy decision taken? • Parliament	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO26: Recognises and retrieves facts, to define key terms such as **Political Institution, Government, Executive, Judiciary, Legislature, Coalition**	C250. Identifies key political institutions in India. C251. Defines: A coalition government. A democratic State.

• Political Executive • Judiciary		**government, State in the context of a democracy**.	C252. Describes an office memorandum as a key part of the process of taking and implementing major decisions.
	LO2: Classifies and compares events, facts, data, and figures.	CLO27: Classifies and compares **events, facts, data, and figures to explain the need for and working of political institutions**.	C253. Compares and contrasts political institutions in different democracies (e.g., Presidential system & Parliamentary system). C254. Distinguishes between the working of the national and state government. C255. Compares political executive and permanent executive.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO28: Describes **the process of taking and implementing major decisions in India**. CLO29: Explains cause and effect relationship to show **how disputes regarding decisions of political institutions are resolved**. CLO30: Explains **the working of the national level government.**	C256. Describes the features of: the legislature (Parliament, the two houses) the executive (political and permanent) and the structure of judiciary in India. C257. Draws interrelationship between the three key political institutions in India in the context of disputes to decisions. C258. Describes the process and people involved in making and implementing major decisions in a democratic country such as India. C259. Explains the nature of the constitutional mandate of the Judiciary. C260. Describes the concept of PIL.
	LO4: Analyses and evaluates information.	CLO31: Analyses and evaluates information **to determine the importance of the Parliament in a democracy**.	C261. Determines the importance of the parliament in a democracy, in the light of the function of the legislature.

		CLO32: Examines **the meaning of independent judiciary in the context of a democracy**.	C262. Evaluates the role of the judiciary as the upholder of the fundamental rights of every citizen in India.
	LO5: Interprets cartoons and newspaper clippings to infer the health of the political institutions.	CLO33: Interprets cartoons and newspaper clippings to infer **the health of the political institutions**.	C263. Interprets the challenges to institutional arrangements in a democracy based on newspaper reports and cartoons. C264. Infers the role of the media and public opinion in checking on the fairness of political institutions.
	LO7: Identifies assumptions, biases, prejudices or stereotypes about various aspects.	CLO34: Identifies **assumptions, biases, prejudices or stereotypes about various aspects of caste and gender in accessing opportunities**.	C265. Recognises the assumptions, biases, prejudices, and stereotypes regarding scheduled castes, scheduled tribes and gender in social and cultural practices that deny them access to opportunities to grow and develop as citizens.
	LO9: Constructs views, arguments, and ideas based on collected or given information.	CLO35: Constructs views, arguments, and ideas to determine **the need for rules and procedures in institutional arrangements to be qualified as a democracy**.	C266. Justifies the role of the Constitution in establishing democratic norms for decision-making and implementing institutions in India that work well. C267. Determines the impact of the absence of democratic processes on institutions that uphold citizens' rights. C268. Assesses the impact of rules and procedures of institutions in upholding the rights of citizens on the basis of recent authentic examples.

	LO12: Shows sensitivity and appreciation skills.	CLO36: Shows sensitivity regarding **socially excluded and the marginalised groups**.	C269. Explains the idea of reservation as an opportunity of empowerment for the socially and culturally marginalised.
5. Democratic Rights • Life without rights • Rights in a Democracy • Rights in the Indian Constitution • Expanding the scope of rights	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO37: Recognises and narrates **processes to describe rights**. CLO38: Identifies **rights as guarantees needed to live by the values of the Constitution in a democracy**.	C270. Defines what are rights, using examples.
	LO2: Classifies and compares events, facts, data, and figures.	CLO39: Classifies and compares **events, facts, data, and figures to examine rights in the context of the Indian Constitution**.	C271. Compares the features of the different freedoms guaranteed under the Right to freedom. C272. Describes the features of Right against exploitation in specific contexts of exploitation.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO40: Explains **the relationship between phenomena, events, and their occurrence in terms of the fundamental rights by the citizens**. CLO41: Examines **the different agencies and institutions that protect and enforce citizens' fundamental rights**.	C273. Describes the impact of absence and curtailment of rights in different spaces. C274. Describes what are the rights guaranteed for all citizens. C275. Illustrates the idea of reasonable claims in the context of rights. C276. Explains why rights need to be sanctioned by law. C277. Describes how rights protect all citizens. C278. Discusses why the Right to Constitutional Remedies is at the core of the Constitution. C279. Describes the features of cultural and educational Rights.

			C280. Describes the importance of the Right to information & the Right to education. C281. Explains the concept of writs. C282. Discusses the role and function of the National Human rights Commission with regard to its need in a democracy. `
	LO4: Analyses and evaluates information.	CLO42: Analyses and evaluates information to determine **the scope of rights and its expansion**.	C283. Critically examines the need for rights. (for e.g., Saudi Arabia, Guantanamo, Bay, & Kosovo, other contemporary examples). C284. Determines the features of Right to freedom of religion in the context of the term secular in the preamble. C285. Determines why certain institutions are invested, by the Constitution, with the power to enforce the rights of citizens. C286. Examines the features of Right to equality in the context of a democracy. C287. Examines how some rights are derived from the fundamental rights and offered by the Constitution and the law to address the needs of an evolving society. C288. Explores the motives for and merits of new rights to be included in the scope of existing rights. C289. Examines the Right to constitutional remedies as protector of all other rights.

	LO7: Identifies assumptions, biases, prejudices or stereotypes about various aspects.	CLO43: Identifies **assumptions, biases, prejudices or stereotypes with regard to access to opportunities among the marginalised groups**.	C290. Gives evidence of stereotyping, assumptions, biases and prejudice leading to the denial of rights and opportunities to sections of society.
	LO8: Demonstrates inquisitiveness, enquiry.	CLO44: Demonstrates inquisitiveness, enquiry about **the independence of judiciary**.	C291. Investigates recent judgements of the judiciary and envisages the consequences of the case in the absence of an independent judiciary.
	LO9: Constructs views, arguments and ideas on the basis of collected or given information.	CLO45: Constructs views, arguments and ideas on the basis of collected or given information regarding **scope of rights.**	C292. Argues with evidence from recent pandemic whether or not the right to work, right to health, right to minimum livelihood and right to privacy should be made a fundamental right in India.
	LO12: Shows sensitivity and appreciation skills.	CLO46: Shows sensitivity and appreciation of **the concept of social justice in the Constitution**.	C293. Explains with reference to current cases and examples, why untouchability goes against the spirit of humanity, democracy, and the Constitution. C294. Gives examples of how democracy becomes robust with the participation of all sections of the society.

9.1.4 Economics

Content Domain, Chapter, Key Concepts	*Learning Outcomes: NCERT*	*Content Domain Specific Learning Outcomes*	*Indicators*
1. **The Story of Village Palampur** • Organisation of production • Farming in Palampur • Non-farm activities of Palampur	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO1: Recognises and retrieves **facts, figures and narrates processes regarding factors of production, people engaged in different occupations in three sectors of the economy and concentration of resources in the hands of few**.	C295. Defines aims of production, physical capital. C296. Lists factors of production. C297. Lists non- farm activities. C298. Identifies land, capital, and labour in their surroundings.
	LO2: Classifies and compares events, facts, data, and figures.	CLO2: Classifies and compares **events, facts, data, and figures to understand the relationship between land, labour and capital as factors of production, farming and non-farming activities**.	C299. Compares the relationship between land, labour, and capital before and after the Green Revolution. C300. Compares data to show growth pattern in agricultural production. C301. Compares between farming and non-farming activities. C302. Compares the characteristics of land, labour, and capital as factors of production.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO3: Explains **cause and effect relationship between yield and farming methods; impact of new farming methods**.	C303. Explains the concept of high yield from the same amount of land. C304. Describes the features and context of Green Revolution. C305. Explains the different types of cropping patterns prevalent in India.
	LO4: Analyses and evaluates information.	CLO4: Analyses and evaluates information about **the impact of methods of farming, marginalisation, and migration**.	C306. Analyses the impact of lack of work and high debt among small farmers.

			C307. Evaluates the consequences of new farming methods introduced through Green Revolution. C308. Analyses migration of landless labourers, small farmers to towns and cities, or to non-farm sectors.
	LO5: Interprets Pie and bar diagrams of data.	CLO5: Interprets **Pie and bar diagrams of data related to agricultural production**.	C309. Interprets data to plot graphs on trends and patterns of agricultural production across regions. C310. Interprets maps and tables of region-wise data on production of food grains.
	LO6: Draws interlinkages within Social Science.	CLO6: Draws **interlinkages between environment degradation as read in Geography and agricultural production**.	C311. Draws interlinkages between the environmental and human cost of government policies in the context of Green Revolution.
	LO8: Demonstrates inquisitiveness, enquiry.	CLO7: Demonstrates inquisitiveness, enquiry, i.e., **poses questions related to agrarian policies and government initiatives**.	C312. Enquires into recent debates on the impact of introducing high yielding crops in the farming sector. C313. Investigates practices that are sustainable alternatives in the agrarian sector. C314. Enquires about a nearby region's initiatives in the farming and non-farming sectors. C315. Synthesises the changes in irrigation and production methods during the last 30 years.
2. People as Resource • Economic activities by men and women	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO8: Recognises and retrieves **facts, figures and narrate processes regarding economies and livelihoods,**	C316. Defines-Unemployment, Literacy, Human capital, Quality of population, Infant Mortality Rate, Life Expectancy, Net Attendance Ratio.

• Quality of Population • Unemployment		**population, literacy, unemployment, and economic decisions**.	C317. Lists the sources of human capital. C318. Identifies the three sectors of the economy.
	LO2: Classifies and compares events, facts, data, and figures.	CLO9: Classifies and compares **events, facts, data, and figures based on sectors of the economy, literacy and employment**.	C319. Categorises economic activities according to the three sectors of the economy. C320. Differentiates between human, capital, and land resources. C321. Compares and contrasts the occupations practiced by men and women in a locality on the basis of nature of occupation and wages paid. C322. Differentiates between market and non-market activities. C323. Differentiates between disguised and seasonal unemployment. C324. Compares the regional variations in literacy among gender, class, caste, tribe, and religion-based groups.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO10: Explains cause and effect relationship with regard to **human resources**.	C325. Explains how health and education are significant to quality human capital formation.
	LO4: Analyses and evaluates information.	CLO11: Analyses and evaluates information regarding **nature of employment, education, and health.**	C326. Analyses the challenges in women's employment with regard to the nature of work and wages paid. C327. Evaluates the unique problem of educated unemployed in the context of India. C328. Analyses the challenges of disguised unemployment, urban unemployment, and self-employment in the formation of human capital.

			C329. Evaluates the impact of decline in education expenditure on literacy growth in India. C330. Analyses the significance of bringing quality healthcare to people. C331. Evaluates the efficacy of existing measures of the government of India in securing health care, education, and job security for its citizens. C332. Evaluate measures in the education system to mitigate the problem of educated unemployment in urban areas.
	LO5: Interprets.	CLO12: Interprets pie and bar diagrams of data related to **literacy and population**.	C333. Interprets map-based data on regional variations in literacy. C334. Interprets state specific health and employment data in relation to government measures.
	LO6: Draws interlinkages within Social Science.	CLO13: Draws interlinkages within Social Science regarding **livelihoods, environmental impact, and the expanding scope of fundamental rights in growing human capital**.	C335. Draws interlinkages between Fundamental Rights such as the Right to Education and the Constitutional Right to Life and the forming of quality human resource in India. C336. Draws connections between the historical and social construct of gender and the nature of gender-based division of labour in India today.
	LO9: Constructs views, arguments, and ideas on the basis of collected or given information.	CLO14: Constructs views, arguments, and ideas on the basis of collected or given information regarding **people as a resource**.	C337. Argues that developing women as an asset contributes to the faster transformation of a country's resources into human capital.

	LO10: Extrapolates and predicts events and phenomena.	CLO15: Extrapolates and predicts **events and phenomena regarding people as resource**.	C338. Deduces the impact of existing government initiatives to develop human resource in the context of the 2020 pandemic.
3. Poverty as a Challenge • Poverty • Poverty Estimates • Vulnerable Groups • Interstate disparities • Global Poverty Scenario • Causes of Poverty • Anti-poverty measures • Challenges	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO16: Recognises and retrieves facts, figures with regards to the definitions, terms and terminologies, **vulnerable groups, indicators of poverty and the features of government initiatives.**	C339. Defines-poverty, social exclusion, vulnerability, and head count ratio. C340. Identifies social and economic groups that are most vulnerable to poverty in India. C341. Identifies the indicators of poverty. C342. Defines poverty line estimation in India. C343. Defines the main features of the National Rural Employment Guarantee Act 2005.
	LO2: Classifies and compares events, facts, data, and figures.	CLO17: Classifies and compares events, facts, data, and figures in terms of **different levels of poverty and unemployment across Indian states**.	C344. Compares levels of poverty and unemployment among different states. C345. Compares the effectiveness of different government strategies on poverty alleviation in India since independence. C346. Compares different social groups on the basis of their access to resources. C347. Compares the interstate disparities of poverty in India.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO18: Explains **cause and effect relationship between phenomena, events, and their occurrence with regard to poverty, social exclusion, and vulnerability**.	C348. Explains global poverty trends and the reasons for its decline. C349. Explains how determining poverty line will address poverty alleviation. C350. Explains how important government welfare programmes aimed at poverty alleviation impact the poor.

			C351. Explains with examples how disadvantage groups face vulnerability.
	LO4: Analyses and evaluates information.	CLO19: Analyses and evaluates information to assess the **impact of important government welfare programmes aimed at poverty alleviation**.	C352. Analyses the impact of social exclusion and vulnerability on women, elderly, and female infants within families below poverty line. C353. Evaluates the changing nature of the minimum basic needs of people. C354. Analyses the appropriateness of the present methodology of poverty estimation. C355. Evaluates the concepts of minimum subsistence level of living and a reasonable level of living in the context of human poverty. C356. Evaluates government welfare measures to alleviate poverty in the context of the pandemic of 2020. C357. Evaluates the measures taken by different states in India and globally to reduce poverty ratio.
	LO5: Interprets Pie and bar diagrams of data.	CLO20: Interprets Pie and bar diagrams of **data related to poverty**.	C358. Interprets economic trends in India since independence using graphs (pie and bar charts). C359. Analyses data to determine the post-pandemic impact on poverty in India and globally.
	LO6: Draws interlinkages within Social Science.	CLO21: Draws inter-linkages within Social Science discusses **conflict between economic development, vulnerable and socially excluded groups, low incomes, and poverty**.	C360. Draws interlinkages between historical, economic, and social causes of poverty in India and a high proportion of poor in the country.

			C361. Links the impact of different disasters historically with the growing vulnerable population globally.
	LO11: Illustrates decision-making and problem-solving skills.	CLO22: **Illustrates decision-making and problem-solving skills to address vulnerability.**	C362. Suggests measures to stop a larger population from slipping to the vulnerable group during disaster. C363. Assesses the efficacy of existing poverty alleviation programme.
4. Food Security in India • Food Security • Demographic concepts • Population as an asset or a liability for a nation • Poverty as a challenge	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO23: Recognises and retrieves facts, figures and narrate processes with regard to **food security**.	C364. Defines-Food security, Minimum support price C365. Buffer stock, Issue price, Fair price shops, Public Distribution System, Calamity Subsidy. C366. Identifies who are food insecure in the context of India.
	LO2: Classifies and compares events, facts, data, and figures.	CLO24: Classifies and compares events**, facts, data, and figures regarding food security**.	C367. Compares the prices of items available in ration shop with the local market and discusses reasons for the difference. C368. Differentiates between seasonal hunger and chronic hunger.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO25: Explains **cause and effect relationship between phenomena, events, and their occurrence such as food insecurity**.	C369. Explains the problems in the functioning of ration shops. C370. Explains the need for food security and how it is achieved in India. C371. Explains the causes behind the famines in the colonial period. C372. Explains the cause and impact of recurring disasters on food security in post independent India through examples.

			C373. Describes the link between periods of disaster and production and supply of food.
	LO4: Analyses and evaluates information.	CLO26: Analyses and evaluates information to assess the **impact of important government welfare programmes which aimed at ensuring food security**.	C374. Analyses reasons why the rural landless or landed poor households, urban people employed in ill paid occupations and casual labourers engaged in seasonal activities are among those who suffer from food and nutrition insecurity in India. C375. Evaluates the food security measures of the government in India for its robustness and challenges. C376. Evaluates the interrelationship between hunger, agricultural production, and employment in the context of food security. C377. Analyses the reasons for some people being more prone to food insecurity. C378. Evaluates the role of cooperatives in ensuring food security. C379. Analyses how population distribution impacts food security. C380. Evaluates the impact of poverty alleviation programmes of the government on the poor using a component of food security such as: Integrated Child Development Services (ICDS); Food-for-Work (FFW); Mid-Day Meals; Antyodaya Anna Yojana (AAY) etc. C381. Evaluates India's aim to attain Self-sufficiency in Food grains since independence.

			C382. Evaluates the impact of Public Distribution System in the context of poverty and food security. C383. Evaluates interventions by government to address food security and poverty during past famines and the present pandemic, especially in the context of the concept of Rationing.
	LO5: Interprets Pie and bar diagrams of data related to food security.	CLO27: Interprets Pie and bar diagrams of **data related to poverty and food security**.	C384. Interprets data on food insecurity with respect to population and the well-being of masses.
	LO6: Draws interlinkages within Social Science.	CLO28: Draws interlinkages within Social Science w.r.t. **food security and conservation of resources**.	C385. Draws connections between conservation of resources and the problem of food shortage.
	LO7: Identifies assumptions, biases, prejudices, and stereotypes about various aspects.	CLO29: Identifies assumptions, **biases, prejudices, and stereotypes about government welfare programmes**.	C386. Identifies the assumption (biases and prejudices) behind important government welfare programmes. Identifies assumptions that exclude vulnerable groups from accessing government welfare programmes.
	LO8: Extrapolates and predicts events and phenomena.	CLO30: Extrapolates and predicts events and phenomena such as **vulnerability and food insecurity**.	C387. Infers from data why some states are more food insecure and some sections of people in India are still without food.
	LO9: Illustrates decision-making and problem-solving skills.	CLO31: Illustrates decision-making and problem-solving skills to address **problems of food shortage**.	C388. Suggests measures to strengthen food security in India. C389. Suggests measures that can monitor and evaluate existing government food security programmes and address gaps in the system.

			C390. Justifies the efficacy of PDS during natural disasters. C391. Compare the role played by the government and non-governmental organisations catering to the needs of the food security system in India.

9.2 Class X

9.2.1 Geography

Content domain, Chapter, Key Concepts	*Learning Outcomes: NCERT*	*Content Domain Specific Learning Outcomes*	*Indicators*
1. **Resources and Development** • Types of Resources • Development of Resources • Resource Planning in India • Land Resources • Land Utilisation • Land Use Pattern in India • Land Degradation and Conservation Measures • Soil as a Resource • Classification of Soils • Soil Erosion and Soil Conservation	LO1: Recognises and retrieves facts, figures, and narrate, processes.	CLO1: Recognises and retrieves facts and narrates processes on **resources.**	C1. Defines the following terms: resources; biotic and abiotic resource; renewable and non-renewable resource; potential resources, stock, developed resources, reserves, sustainable development, barren and waste land, fallow lands, denudation, Badlands. C2. States the factors contributing to soil formation. C3. Mentions the different layers of the soil (soil profile) and composition of soil. C4. Identifies / locates the different types of soil on an outline map of India.

	LO2: Classifies and compares events, facts, data and figures.	CLO2: Classifies and compares **different types of resources.**	C5. Categorises resources on the basis of origin, exhaustibility, ownership, and status of development. C6. Compares data / pie charts on land use patterns in India at different time periods. C7. Classifies different types of soils on the basis of their *formation, location, composition, properties, and utilisation by humans (e.g., crops grown).* C8. Compares between: • *Bangar* and *khadar* soils • Gully Erosion and Sheet Erosion • Contour Ploughing and Terrace Cultivation • Strip Cropping and Shelter Belts
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO3: Explains the **correlation between the natural and human environment for creation/depletion of resources.**	C9. Explains the interdependence between human beings, nature, technology, and institutions for creation of resources. C10. Describes why land / soil is a resource. C11. Examines the factors responsible for soil erosion and degradation. C12. Identifies the need and ways of soil conservation. C13. Explains the impact of overuse of natural resources (such as ground water, crude oil etc.) on the economy.
	LO4: Analyses and evaluates information.	CLO4: Analyses **the interplay between human beings and resources.**	C14. Analyses the reasons for the variation in the land use patterns in different states in India. C15. Interviews parents and elders of the community to find out the changes in

			the land use patterns in their locality and their resulting consequences. C16. Investigates the causes for land degradation in different parts of India. C17. Examines the measures adopted to combat land degradation /soil erosion.
	LO5: Interprets.	CLO5: Reads and interprets **graphs on distribution of resources and changes in the use of resources.**	C18. Interprets: pie charts showing land use patterns in India at different time periods and depicts their changes.
2. Forest and Wildlife Resources • Biodiversity or Biological Diversity • Flora and Fauna in India • Vanishing Forests • Asiatic Cheetah: Where did they go? • The Himalayan Yew in trouble Conservation of forest and wildlife in India • Project Tiger • Types and distribution of forests and wildlife resources Community and Conservation	LO1: Recognises and retrieves facts, figures, and narrate, processes.	CLO6: Recognises and retrieves **facts on forests and wildlife resources.**	C19. Defines the terms: habitat, wetlands, biodiversity, ecological system, endemic species, endangered species, vulnerable species, extinct species, national parks, wildlife sanctuaries. C20. States the causes for the decline of biodiversity in India.
	LO2: Classifies and compares events, facts, data and figures.	CLO7: Compares **forests under government protection.**	C21. Compares Reserved Forests, Protected Forests and Unclassed Forests.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO8: Explains the **correlation between area under forest cover and human beings.**	C22. Describes the symbiotic relationship between flora, fauna, and human beings. C23. Explains the correlation between destruction of forest cover, loss of biological and cultural diversity and its social implications.
	LO4: Analyses and evaluates information.	CLO9: Analyses and evaluates the **conservation measures to protect forests and wildlife.**	C24. Analyses the impact of depletion of forest and wildlife resources on the environment.

			C25. Examines the Forest Laws, government policies and community initiative taken on conservation of forests and wildlife.
	LO9: Constructs views, arguments, and ideas on the basis of collected or given information.	CLO10: Expresses opinions on **developmental works and depletion of resources**.	C26. Expresses opinions on large scale development projects vs loss of forest cover and wildlife.
	LO11: Illustrates decision making/problem solving skills, for example.	CLO11: Demonstrates **problem solving skills to prevent loss of resources**.	C27. Suggests measures to prevent loss of biodiversity.
3. Water Resources • Water Scarcity and The Need for Water Conservation and Management • Multi-Purpose River Projects and Integrated Water Resources Management Rainwater Harvesting	LO1: Recognises and retrieves facts, figures, and narrate, processes.	CLO12: Recognises and retrieves **facts on water resources**.	C28. Defines the terms: hydrological cycle, multi-purpose projects, rain-water harvesting. C29. Identifies / locates and labels dams and multipurpose projects on an outline map of India.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO13: Explains **the correlation between physical and human environment on water resources**.	C30. Explains the impact of overuse of water on environment.
	LO4: Analyses and evaluates information.	CLO14: Evaluates **different methods to combat water scarcity**.	C31. Makes a project report on the causes for water scarcity in different parts of India. C32. Distinguishes between indigenous and modern methods of water conservation.
	LO9: Constructs views, arguments, and ideas on the basis of collected or given information.	CLO15: Expresses opinions on **advantages and disadvantages on developing multipurpose projects**.	C33. Expresses their opinion on the viability of multipurpose projects through different medium (poster making/campaigning/ street plays / songs/poems etc.

			C34. Evaluates government measures in promoting rain water harvesting as an important method for water conservation.
4. Agriculture • Types of farming • Cropping Pattern • Major Crops • Technological and Institutional Reforms • Impact of Globalisation on Agriculture	LO1: Recognises and retrieves facts, figures, and narrate, processes.	CLO16: Recognises and retrieves **facts on agriculture**.	C35. Defines green revolution, gene revolution, organic farming, horticulture, Minimum Support Price, Sericulture. C36. Locates / Identifies the spatial distribution of major crops *(rice, wheat, maise, millets, pulses, sugarcane, oilseeds, tea, coffee, rubber and horticultural crops, cotton, jute*) and types of farming on an outline map of India.
	LO2: Classifies and compares events, facts, data and figures.	CLO17: Classifies **different types of farming/crops**.	C37. Classifies crops on the basis of their growing season (*kharif, rabi and Zaid*) and their nature e.g., food crops and non-food crops (*fibre, horticulture & beverage crops*). C38. Compares different types of farming (primitive subsistence farming, intensive subsistence farming, commercial farming, plantation agriculture) practiced in India – on the basis of their characteristics, methods of farming, areas where they are practiced, crops grown etc.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO18: Explains the **correlation between physical environment with types of crops and agricultural practices**.	C39. Draws connection between the type of crops grown in an area and its physical environment.

		CLO19: Explains the **impact of agricultural development on the country's economy**.	C40. Explains the relation between agricultural practices and cropping patterns (*what crops to grow, by which method and in which season*) with the physical and cultural environment. C41. Infers the impact of Green Revolution on the Indian economy/environment. C42. Explains the interrelation between agricultural sector with other spheres of economy (*industries & services like trade*). C43. Illustrates with examples the impact of globalisation on Indian agriculture (from 19th century till today).
	LO4: Analyses and evaluates information.	CLO20: Analyses **the role of agriculture and its impact on the country's economy**. CLO21: Evaluates **the future of Indian agriculture and small and marginal farmers**.	C44. Analyses the importance of agriculture in the Indian economy. C45. Investigates the major cause of distress among the Indian farmers (especially the small and marginal farmers). C46. Examines the reasons for the declining trend of agriculture's share towards Gross Domestic Product (GDP) since 1951. C47. Evaluates the efficacy of the technological, institutional, and agricultural reforms and schemes embarked by the government of India to improve agriculture. C48. Critiques the effectiveness of the policies and programmes on food security system in India.

			C49. Suggests measures for balanced improvement of agriculture and environment.
	LO5: Interprets maps, pie, and bar diagrams.	CLO22: Interprets **maps and graphs on distribution of crops and agricultural production**.	C50. Interprets • maps showing spatial distribution of crops with their corresponding climatic conditions (rainfall and temperature), soil types and relief features • data (in tables) and bar diagrams showing food grain production to understand their production trend
5. Minerals and Energy Resources • What is a mineral? • Mode of occurrence of Minerals • Ferrous and Non-Ferrous Minerals • Non-Metallic Minerals • Rock Minerals • Conservation of Minerals	LO1: Recognises and retrieves facts, figures, and narrate, processes.	CLO23: Recognises and retrieves **facts on minerals and energy resources**.	C51. Defines minerals, ores, fossil fuel, anticline, fault traps, hydroelectricity, thermal power. C52. States the mode of occurrence of minerals (*lodes, veins, beds or layers, evaporation, residual, alluvial deposits*). C53. Mentions the type of coal / iron-ores found in India. C54. States the properties, formation, occurrence and utilisation of minerals and energy resources in India. C55. Identifies / locates distribution of mineral resources, energy resources and power plants on an outline map of India.
	LO2: Classifies and compares events, facts, data and figures.	CLO24: Classifies **different types of minerals and energy resources with examples**.	C56. Classifies mineral resources (metallic, non-metallic and energy minerals) with examples.

		CLO25: Compares the **advantages of using non- conventional sources of energy over conventional sources**.	C57. Categorises metallic minerals (ferrous, non-ferrous, and precious) with examples. C58. Classifies energy resources (conventional and non-conventional) with examples. C59. Compares the use of non-conventional energy sources over conventional energy sources.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO26: Explains **the causal relation between distribution of mineral and energy resources with economic development of a country**. CLO27: Explains **the negative impact of mining on physical and human environment**.	C60. Explains the co-relation between the distribution of minerals and energy resources with the industrial development of a region. C61. Draws connection between generation of hydroelectricity with physical / natural environment. C62. Explains the risks/menace of mining on the health of miners and the environment.
	LO4: Analyses and evaluates information.	CLO28: Evaluates **the safety rules of mining**. CLO29: Evaluates **the need for judicious use of resources and their conservation**.	C63. Examines the safety standards and environmental laws to combat mining hazards. C64. Evaluates the justification for the judicious use of minerals and energy resources for sustainable development. C65. Suggests measures for conservation of mineral and energy resources.
6. **Manufacturing Industries** • Importance of manufacturing	LO1: Recognises and retrieves facts, figures, and narrate, processes.	CLO30: Recognises and retrieves **facts related to manufacturing industries**.	C66. Locate the following in the political world map: • **Cotton Textile Industries**: a. Mumbai b. Indore c. Surat d. Kanpur e.

• Contribution of Industry to National Economy • Industrial Location • Classification of Industries • Spatial distribution • Industrial pollution and environmental degradation Control of Environmental Degradation			Coimbatore Iron and Steel Plants: a. Durgapur b. Bokaro c. Jamshedpur d. Bhilai e. Vijayanagar f. Salem • **Software Technology Parks**: a. Noida b. Gandhinagar c. Mumbai d. Pune e. Hyderabad f. Chennai g. Bengaluru h. Thiruvananthapuram C67. Defines the terms – manufacturing, agglomeration economies, factors of production, bagasse, basic industry, Business Process Outsourcing (BPO), Steel Authority of India (SAIL), Cooperative Sector, TISCO, NTPC, BHEL, Fabric, HAL. C68. Names the raw materials used by the industries (iron & steel, textile, aluminium, chemical, fertiliser, cement, automobile). C69. States the finished and semi-finished products produced by the industries. C70. Identifies / locates and labels important centres of iron and steel plants, textile industries, aluminium smelting plants, chemical industries, fertiliser plants, cement industry, automobile industry and Software Technology Parks.
	LO2: Classifies and compares events, facts, data, and figures.	CLO31: **Classifies industries using multiple parameters.**	C71. Classifies industries on the basis of • source of raw materials used (agro-based and mineral based) • their main role (basic, consumer) • capital investment (small scale, large scale)

			• ownership (public, private, joint, cooperative sectors) • bulk and weight of raw materials and finished goods (heavy and light industries) C72. Compares integrated steel plants with mini steel plants.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO32: Explains **the correlation between development of industrial region and its physical and human environment**. CLO33: Explains **the causal relation within and between the human environment**.	C73. Illustrates with examples the factors (both physical and human) that influences the location of industries. C74. Explains the importance of manufacturing sector in the economic development of a country. C75. Draws connection between manufacturing and urbanisation. C76. Discusses the interrelationship between industrial development and environmental degradation.
	LO4: Analyses and evaluates information.	CLO34: Analyses and evaluates **the impact of industrialisation on the physical and human environment**.	C77. Analyses the regional disparities in India due to concentration of industries in few areas. C78. Evaluates the need for planned industrial development in India. C79. Examines the measures taken by the government to minimise environmental degradation caused by industrial pollution.
7. Lifelines of National Economy • Transport – Roadways,	LO1: Recognises and retrieves facts, figures, and narrate, processes.	CLO35: Recognises and retrieves **facts on transport, communication and trade**.	C80. Defines the terms: port, harbour, hinterland, border roads, pipeline transport, balance of trade, local trade, international trade.

• Railways, Pipelines, Waterways, Airways • Communication • International Trade • Tourism as a Trade			C81. Identifies / locates and labels major ports and international airports. • **Major Ports**: (Locating and Labelling) a. Kandla b. Mumbai c. Marmagao d. New Mangalore e. Kochi f. Tuticorin g. Chennai h. Vishakhapatnam i. Paradip j. Haldia • **International Airports:** a. Amritsar (Raja Sansi) b. Delhi (Indira Gandhi International) c. Mumbai (Chhatrapati Shivaji) d. Chennai (Meenam Bakkam) e. Kolkata (Netaji Subhash Chandra Bose) f. Hyderabad (Rajiv Gandhi) C82. Names the different forms of mass communication.
	LO2: Classifies and compares events, facts, data and figures.	CLO36: Classifies and compares **different means of transport**.	C83. Categorises the different means of transport (land, water and air). C84. Classifies different types of roads (according to their capacity and role and materials used for their construction). C85. Compares road transport with rail transport. C86. Compares the advantage of waterways over rest of the means of transport.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO37: Explains **the correlation between the means of transport and the physical and human environment**. CLO38: Explains **the correlation within and between human environment**.	C87. Draws connection between the distribution of railway network with the physiography, economic and administrative factors of a place. C88. Explains the importance of ports in the development of trade in India.

	LO4: Analyses and evaluates information.	CLO39: Analyses **the importance of transport and communication with the economic development of a country**.	C89. Analyses how transport and communication are lifelines of India's economy. C90. Evaluates the role of trade and tourism in the economic development of India.

9.2.2 History

Content Domain, Chapter, Key Concepts	***Learning Outcomes: NCERT***	***Content Domain Specific Learning Outcomes***	***Indicators***
SECTION 1 **Events and processes** **1. The Rise of Nationalism in Europe**	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO1: Retrieves facts about **definitions and dates of historical significance**.	C91. Defines Nation-State, Absolutist, Utopian, plebiscite, *Zollverein*, Conservatism, Suffrage, *Elle*, *Junkers,* Allegory, constitutional monarchy, Feminist, *Das Volk* and *Volkgeist*. C92. Recalls the dates 1797; 1814–15; 1821; 1848; 1859–70; 1866–71; 1905. C93. Identifies the meaning of 'liberalism' in the socio-political and economic context of 19th century Europe.
	LO2: Classifies and compares events, facts, data, and figures.	CLO2: Compares **the alternative ways of addressing historical periods**.	C94. Compares alternative ways that historical periods and eras are designated (e.g., since time immemorial, ad infinitum, BCE, CE, BC, AD, decade, century, millennium). C95. Traces the change and continuity from Liberalism to New Conservatism.

	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO3: Uses the historical concept of cause and consequence' to determine **the factors that led to the formation of nation -states and that there are several factors and multiple effects of a particular event**.	C96. Discusses the diverse process through which nation-states and nationalism came into being in the nineteenth-century Europe. C97. Draws connections with the effect of the French Revolution on Europe and the idea of nation. C98. Illustrates how economic nationalism strengthened the nationalist sentiments. C99. Illustrates what did it mean to be revolutionary post 1815 in Europe. C100. Explains the effects of increase in population in Europe in the 1830s in general and 1848 in particular.
	LO4: Analyses and evaluates information.	CLO4: Analyses and evaluates **the historical events that contributed to rise of nationalism in Europe**.	C101. Analyses the Napoleonic code of Law and its acceptance and rejection in Europe. C102. Evaluates the scope of equality and freedom for historically subjugated social groups like women and non-propertied class. C103. Analyses the age of revolution from 1830-48 in context of France and Greece. C104. Interprets how various individuals, organisations, and specific social changes contributed to the making of Germany and Italy. C105. Rationalises the effort to create a shared collective heritage, a common cultural past, as the basis of idea nation and national identity.

			C106. Justifies how Romanticism, a cultural movement played an important role in creating the idea of nation (folk culture, vernacular, language) C107. Justifies that the unification of Italy and Germany was not political but also economic. C108. Critiques the formation of the new 'British Nation-United Kingdom of Great Britain' (w.r.t) to the subjugation of the ethnic identities -Welsh, Scots and Irish.
	LO5: Interprets texts and symbols, cartoons, photographs, posters newspaper clippings related to socio-political issues.	CLO5: **Interprets maps in a historical context and perspective.**	C109. Interprets maps: **An illustration** A map celebrating the British Empire **Probing questions:** **Observation** • Title of the map • Date of the map • When was the map published? • Who is the author or the cartographer of the map? • What kind of symbols are on the map? • What is the purpose of the map? **Reflection** • Describes the spatial patterns

			• How does the map connect to other time periods and the time period under study? • How does the map illustrate, human, physical, economic, societal, cultural, and political conditions for the time when the map was made? • How does the map connect to other sources of history? • What is the cartographer bias or point of view of this map? **Questions** • What leaves you curious about this map?
	LO6: Draws interlinkages within Social Science.	CLO6: Draws interlinkages from various disciplines to comprehend **the rise of nationalism in Europe**.	C110. Makes connection with the political, geographical, and economic aspect in the context of rise of nationalism in Europe.
	LO8: Demonstrates inquisitiveness, enquiry, i.e., pose questions.	CLO7: Poses questions on **the relevance of allegories, rituals, and symbols to promote nationalism**.	C111. Investigates why allegories are used to generate nationalism.
	LO9: Constructs views, arguments, and ideas on the basis of collected or given information.	CLO8: Constructs arguments on **the pros and cons of the uses of allegories**.	C112. Constructs arguments how imageries can be invoked in political processes.
	LO12: Shows sensitivity and appreciation skills.	CLO9: Rationalises **the emergence of new ideologies**.	C113. Reflects on the emergence of nation-states, nationalism, and imperialism.
2. Nationalism in India	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO10: Recalls **the date and events of historical significance**.	C114. Locates the places of historic significance and events e.g., Jallianwala Bagh, Chauri Chaura, *Satyagraha*

		CLO11: Locates **the significant events and the Congress sessions on the map of India (1920-31)**.	movements (1916-18) Lucknow session, Nagpur Session, Lahore session etc. C115. Defines: Forced Recruitment*, begar, dharma, hartal, swadeshi, salaam*, non-cooperation, civil disobedience, picket, Swatantra Bharat, Inland Emigration ACT, *khadi*.
	LO2: Classifies and compares events, facts, data, and figures.	CLO12: Compares and contrasts **the events from 1920-31**.	C116. Compares and contrasts the spread of Non-Cooperation Movement in towns and countryside.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO13: Explains **the causal relations and complexities of the events**.	C117. Makes connection with European nationalism with that of rise of nationalism in India. C118. Discusses the concept of 'nationalism'. C119. Draws connection with the anti-colonial movement and the rise of nationalism in India. C120. Explains the impact of the first world war on India. C121. Explains the historical significance of the years 1916,1917 and 1918 in the context of India. C122. Rationalises the unfolding of the Non-Cooperation Movement in stages and the concerns arising within the congress for its acceptance. C123. Explains the factors which determined the Indian politics towards the late 1920's. C124. Explains the unwillingness of Congress to support 'no rent 'campaigns.

	LO4: Analyse and evaluates information.	CLO14: Analyses **the Indian national movement from 1920–31**.	C125. Analyses the reasons for launching a mass movement by Gandhi post Rowlatt Act. C126. Analyses the reasons for using 'salt' as a symbol that could unite the nation. C127. Distinguishes how Non-Cooperation Movement was different from Civil Disobedience Movement. C128. Examines how people belonging to different communities, regions or language groups developed a sense of collective belonging and how did it help in developing the idea of a nation: history and fiction, folklore and songs, popular prints and symbols. C129. Examines how different groups participated in the Civil Disobedience Movement; their ideals and reasons for joining the movement; and different interpretation of Swaraj by rich peasants, poor peasants, business class, industrial workers, and women. C130. Evaluates the limitations of the Non-Cooperation and Civil Disobedience movements.
	LO5: Interprets texts and symbols, cartoons, photographs, posters newspaper clippings related to socio-political issues.	CLO15: Interprets **the meaning of *Swaraj* in different context and geographies**. CLO16: Interprets **the different images of *Bharatmata***.	C131. Interprets the primary source on *Satyagraha* by Mahatma Gandhi and what did he mean when he said *Satyagraha* is an active resistance. C132. Interprets the meaning of Swaraj in context of peasants of Awadh, forest dwellers of Andhra Pradesh and the plantation workers of Assam.

	LO6: Draws interlinkages within Social Science.	CLO17: Makes **connections between the various aspects of social sciences**.	C133. Investigates the impact of economy on India and other countries in 1929 and the geopolitical shifts post first world war.
	LO8: Demonstrates inquisitiveness, enquiry, i.e., poses questions.	CLO18: Investigates **the relevance of imagery to build the idea of nation**.	C134. Explores how the idea of nation has been recapitulated through imagery like '*Bharatmata*' and '*Germania*'. C135. Investigates how in the process of nation building imagery helped to concretise the idea of nation which is abstract in nature.
	LO9: Constructs views, arguments, and ideas on the basis of collected or given information.	CLO19: Constructs **views on the influence of certain communities**.	C136. Critiques how the other communities felt left out in response to the use of Hindu images and iconography.
SECTION II **Livelihoods, Economies and societies** **3. The Making of a Global World**	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO20: Recalls **the different types of movements**.	C137. Lists the three different types of movement or 'flows' within international economic exchanges. C138. Defines 'trade surplus', indentured labour.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence	CLO21: Explores **the global context of the Great Depression and the reasons for the worldwide economic collapse**.	C139. Draws relationship between the Indian Entrepreneurs, Indian Trade, Colonialism, and the Global system. C140. Explains how technological advances expedited colonialism in the 19th century. C141. Explains the reasons for migration of Indian as indentured labourers to the Caribbean Islands. C142. Explains the emergence of mass production in the post-war world in the USA (w.r.t Henry Ford and its effects).

			C143. Discusses the effect of Great Depression on India.
	LO4: Analyses and evaluates information.	CLO22: Analyses and evaluates **the effect of colonialism and the world wars on the economy, society, and polity of the colonised world**.	C144. Demonstrates how flow of trade, labour and movement of capital were closely interwoven and how it affected the lives of people. C145. Analyses how European conquests in the late nineteenth century led to economic, social, and ecological changes and how the colonised societies were brought into world economy. C146. Examines how diseases (Rinderpest, or the cattle plague) reshaped the life and fortune of the people and gave way to colonialism in the late nineteenth century. C147. Examines that the Post War recovery for Britain was much difficult contrary to that of USA. C148. Traces the evolution of rebuilding the world economy in the post war era: • Emergence of US and USSR • Bretton Woods Institutions • G77 • End of Bretton Woods and the beginning of globalisation C149. Examines nineteenth century as the 'new system of slavery' and how in the desire for cheap labour led to slavery. C150. Makes connections between industrialisation and the two world wars.

			C151. Examines the effects of the movement of people, cultures, food, goods, diseases, and technologies through established systems of connection, including the Silk Roads in the pre-modern world. C152. Analyses the Inter –War Economy during the World wars and the effects of Great Depression on India.
	LO6: Draws interlinkages within Social Science.	CLO23: Makes connections about **how geography impacts war, military strategies, and boundaries**.	C153. Determines the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939. C154. Determine how geography impacted military strategies during the second world war. C155. Makes connections among natural resources, entrepreneurship, labour, and capital in an industrial economy.
4. The Age of Industrialisation	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO24: **Recalls the definitions**.	C156. Defines: orient, proto-industrialisation.
	LO2: Classifies and compares events, facts, data, and figures.	CLO25: Compares **the process of decline in textiles**.	C157. Compares the decline of the textile exports in India from 1811-1851.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO26: Explains **how industrialisation and urbanisation affected class structure, family life, the daily lives of men, women, children, and the environment**.	C158. Outlines the changes in the process of Industrialisation from prototype to the establishment of the factories in the 18th century. C159. Explains how the abundance of labour in the market was connected with unemployment. C160. Explains the importance of Indian textiles before and after 1750's.

			C161. Explains the changes that affected the pattern of industrialisation in the first decade of the 20th century.
	LO4: Analyses and evaluates information.	CLO27: Analyses **the condition of the weavers post the establishment of the East India Company**. CLO28: Explores **the necessity of marketing goods through advertisements**.	C162. Analyses the condition of the weavers after the establishment of the East India Company. C163. Analyses how the small-scale industries and the weavers survived even in the process of industrialisation. C164. Explores how historically advertisements have played a major in shaping a new consumer culture.
	LO5: Interprets texts, symbols, cartoons, photographs, posters, and newspaper clippings related to socio-political issues.	CLO29: Interprets **sources/visuals from the textbook to understand how the abundance of labour in the market affected the lives of the workers**. CLO30: Interprets **labels used for advertisement by the British and the Indian manufacturers**.	C165. Interprets sources/visuals from the textbook to understand how the abundance of labour in the market affected the lives of the workers. C166. Interprets labels. *For example: Manchester labels, early twentieth century Images of numerous Indian gods and goddesses - Kartika, Lakshmi, Saraswati - are shown in imported cloth labels approving the quality of the product being marketed.* *Maharaja Ranjit Singh on a Manchester label. Historic figures are used to create respect for the product.* *Gripe Water calendar of 1928 by M.V. Dhurandhar. The image of baby Krishna was most commonly used to popularise baby products* *An Indian mill cloth label. The goddess is shown offering cloth produced in an Ahmedabad mill, and asking people to use things made in India* *Probing questions:* *Why were the images of God and Goddesses used as labels?* *Why did the British manufacturer used the image of Indian gods and Goddesses? Why were the labels devoid of texts? How did the Indian merchants advertise their products?*

SECTION III **Everyday life, culture, and politics** **5. Print Culture and the Modern World**	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO31: **Recalls and retrieves facts**.	C167. Recalls the contribution of the Dutch and the Portuguese missionaries in the field of printing.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO32: Explains **the causal effect of the Print revolution**.	C168. Traces the development of print from its beginnings in East Asia to its expansion in Europe and in India. C169. Explains the diversification of print as an outcome of urbanisation in 17th century China and the gradual shift from hand printing to mechanical printing. C170. Discusses the development of the 'Reading Mania' in 17th-18thcentury Europe. C171. Explains the new forms of publications -novels, different literary forms, and visual culture and on 19th century writings of women.
	LO4: Analyses and evaluates information.	CLO33: Analyses and **evaluates the rise of print culture and its impact on the modern world**.	C172. Analyses how the shift from hand printing to mechanical printing led to the print revolution. C173. Determines the impact of print revolution on how it transformed the lives of people, relationship between information and knowledge and with the institutions and authorities (w.r.t) impact of print on religion, print and dissent. C174. Examines the causes in the rise of mass literacy in 19th century Europe and the increase in the new readership among children, women, and workers.

			C175. Explores how religious texts encouraged debate and discussions and controversies within and among different religions. C176. Analyses how did print technology help in bringing in the class, caste exploitation through books: *Gulamgiri, Chote bade ka sawal*. C177. Analyses why post 1857 the colonial state felt the need to control the flow of information of idea through print and the print culture created conditions within which French Revolutions occurred. C178. Reasons out how did newspapers help in creating pan-India identity.

9.2.3 Political Science

Content Domain, Chapter, Key Concepts	***Learning Outcomes: NCERT***	***Content Domain Specific Learning Outcomes***	***Indicators***
1. **Power Sharing** • Case Studies of Belgium and Sri Lanka • Why power sharing is desirable? • Forms of Power Sharing	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO1: Recognises and retrieves facts, figures and narrate processes to identify **how different democracies handle power-sharing.**	C179. Identifies forms of power sharing in Belgium and Sri Lanka. C180. Identifies different forms of power sharing and its benefits C181. Defines terms: ethnicity, community government, majoritarian etc.
	LO2: Classifies and compares events, facts, data, and figures.	CLO2: Compares and contrasts the **different ways of power sharing in a democracy.**	C182. Compares and contrasts the differences and similarities of power sharing in the two countries.

			C183. Compares the benefits and drawbacks of horizontal and vertical power sharing in democracy.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO3: Explains cause and effect relationship between phenomena, events, and their occurrence to highlight **the significance of an intelligent sharing of power among legislature, executive and judiciary to the design of a democracy.**	C184. Explains the need for power sharing in a democracy with regard to the unity of a country. C185. Illustrates the benefits of mutually acceptable arrangements for sharing power.
	LO4: Analyses and evaluates information.	CLO4: Analyses and evaluates information to describe **various forms of power-sharing.** CLO5: Evaluates **the consequences of an uneven power sharing between institutions in a democracy.**	C186. Examines the impact of an imbalance in sharing power between the key institutions in a democracy. C187. Evaluates the statement that power sharing is desirable in a democracy. C188. Analyses the importance of prudent and moral reasons for power sharing in a democracy using an example from the context of India.
	LO5: Interprets cartoons and newspaper clippings.	CLO6: Interprets cartoons and newspaper clippings to infer **problems of power sharing.**	C189. Interprets newspaper reports, cartoons to infer the better outcomes of power-sharing in a democracy and for diversity.
	LO7: Identifies assumptions, biases, prejudices or stereotypes about various aspects.	CLO7: Identifies **assumptions, biases, prejudices or stereotypes about diversity.**	C190. Identifies regional differences and cultural diversities in India and examines own assumptions about it.
	LO9: Constructs views, arguments, and ideas on the basis of collected or given information.	CLO8: Constructs views, arguments, and ideas about **the need for power-sharing in democracy.**	C191. Argues with evidence that majoritarianism challenges the functioning of a democracy. C192. Suggests possible alternate arrangements of power sharing in the context of Sri Lanka and Belgium.

2. Federalism • What is Federalism? • What makes India a Federal Country? • How is Federalism practiced in India? • Decentralisation in India	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO9: Recognises and retrieves facts, figures, and narrates processes to define **federalism**. CLO10: Identifies what are the **federal constitutional provisions.**	C193. Identifies the key features of federalism and different forms of federalism. C194. Defines: federalism, decentralisation.
	LO2: Classifies and compares events, facts, data, and figures.	CLO11: Classifies and compares events, facts, data, and figures to examine the **nature of federalism in India.**	C195. Compares and contrasts Indian federalism from the Unitary system. C196. Illustrates that the sharing of power under Indian federalism as basic to the structure of the Constitution.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO12: Explains cause and effect relationship between phenomena, events, and their occurrence to identify **the nature of decentralisation in India.**	C197. Explains why India is a federal and not a unitary system of government.
	LO4: Analyses and evaluates information.	CLO13: Evaluates **policies and politics that strengthens federalism in practice.**	C198. Differentiates between Union, State, Concurrent and the Residuary list. C199. Distinguishes between 'holding together' and 'equal distribution' of power in the formation of a federal form of government. C200. Examines the processes and institutions that brought about changes in power sharing arrangements in our democracy. C201. Justifies the role of Judiciary in overseeing and implementation of constitutional provisions and procedures in effective implementation of Power sharing. C202. Distinguishes between states with special status, union territories and other states in terms of power-sharing.

			C203. Evaluates significance of the provisions of the 1992 constitutional amendment in determining the nature of a three-tier democracy in India. C204. Assesses the significance of linguistic division of states, language policy and centre state relations in the success of federalism and democratic politics in India. C205. Examines the role of coalition parties in balancing centre-state relations.
	LO5: Interprets.	CLO14: Interprets sources to identify **the challenges to federalism.**	C206. Interprets primary and secondary sources, information, and data to examine the challenges to federalism in the context of India.
	LO7: Identifies assumptions, biases, prejudices, or stereotypes about various aspects.	CLO15: Identifies **assumptions regarding linguistic division.**	C207. Examines the assumption behind the statement that linguistic division united India.
	LO8: Demonstrates inquisitiveness, enquiry.	CLO16: Demonstrates inquisitiveness regarding l**anguage.**	C208. Enquires into the historical and political reasons for India having 22 official languages and not a national language.
3. Democracy and Diversity • Case Studies of Mexico etc • Differences, similarities, and divisions • Politics of social divisions	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO17: Recognises and retrieves facts, figures and narrate processes to describe **divisions, diversity, inequality, and differences.**	C209. Defines: social divisions, social inequalities, and social differences.
	LO2: Classifies and compares events, facts, data, and figures.	CLO18: Classifies and compares events, facts, data, and figures to describe **how democracy responds to social differences, divisions, and inequalities.**	C210. Classifies social differences based on origin, choices, gender, class, caste, religion etc in India.

	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO19: Explains cause and effect relationship between phenomena, events, and their occurrence to examine **the consequences of public expression of social divisions occurs.** CLO20: Explains **the relationship between social differences and social divisions in politics.**	C211. Describes, using examples, how social difference and diversity are intrinsic to all societies. C212. Explains how social differences become social divisions through examples from various countries.
	LO4: Analyses and evaluates information.	CLO21: Analyses and evaluates information to find out **what determines the outcomes of politics in social divisions.** CLO22: Analyses **how social diversity can be asserted within a country.**	C213. Analyses the three factors that decide the outcome of politics of social divisions. C214. Justifies reasons for considering political expression of social divisions as normal and healthy in a democracy. C215. Distinguishes between social differences and social divisions. C216. Examines how cross cutting and overlapping social differences lead to social divisions. C217. Examines the manifestations of social differences in politics.
	LO5: Interprets Maps, Texts, Symbols, Cartoons, Photographs, Posters, Newspaper clippings.	CLO23: Interprets Maps, Texts, Symbols, Cartoons, Photographs, Posters, Newspaper clippings about **political representation.**	C218. Interprets newspaper reports, Texts, Symbols, Cartoons, Photographs, Posters for opinions of marginalised groups regarding benefits of political representation.
	LO7: Identifies assumptions, biases, prejudices, or stereotypes about various aspects.	CLO24: Identifies **assumptions, biases, prejudices about cross-cutting identities.**	C219. Explains with examples how people with multiple identities of caste, gender, religion etc. face deeper biases, prejudice, and discrimination.

	LO9: Constructs views, arguments, and ideas on the basis of collected or given information.	CLO25: Constructs views, arguments with regard to **democracy impact.**	C220. Argues with evidence from history that democracy is the best path to fight for recognition of differences and accommodate diversity.
	LO12: Shows sensitivity and appreciation skills.	CLO26: **Shows sensitivity and appreciation of the marginalised.**	C221. Examines own response and attitude to the challenges faced by a marginalised community (based on caste, gender, religion, disability).
4. Gender, Religion and Caste • Gender and Politics	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO27: Recognises and retrieves facts, figures, and narrates processes to define **social identities and nature of gender, religion, and caste in India.**	C222. Defines: gender, caste, communalism, Feminism, occupational mobility etc.
	LO2: Classifies and compares events, facts, data, and figures.	CLO28: Classifies and compares data to explain the **inequalities faced because of gender, religious or caste identities.**	C223. Classifies and compares varied data to explain the unequal basis for gender representation in India. C224. Compares secularism and communalism in the context of the holding together a democratic country.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO29: Explains cause and effect relationship between phenomena, events, and their occurrence show **how gender, religious and caste differences are expressed in politics.** CLO30: Explains **the impact of cross cutting social identities with regard to differential treatment of social groups.**	C225. Describes the concept of gender, religion, and caste as social identities. C226. Explains the nature of gender division in private and public spaces. C227. Describes the religious diversity in India. C228. Illustrates how patriarchy perpetuates gender inequalities. C229. Explains the concept of communalism. C230. Determines how urbanisation and social mobility impact caste hierarchy in Indian society.

			C231. Explains how intersection of multiple identities creates social differences and differential treatment. C232. Describes the impact of differential treatment based on gender, religious and caste identities on peoples' participation in democracy. C233. Explains the constitutional provisions for equality of gender and challenges to gender representation in politics. C234. Demonstrates through examples the benefits of politics of gender to the cause of gender equality. C235. Explains the constitutional provisions for equality of religion and the idea of secularism. C236. Explains the constitutional provisions for equality of caste categories.
	LO4: Analyses and evaluates information.	CLO31: Analyses and evaluates information about **practice of democracy in India through the lens of social differences, social divisions, and inequalities (based on gender, religion and caste).**	C237. Evaluates challenges to caste representation in politics and the advantages of political representation of caste identities. C238. Analyses how gender inequalities deepen within caste, class, and religious identities. C239. Assesses the advantages of political expression of social divisions for disadvantaged groups. C240. Evaluates the impact of holding ideas of discrimination in a democratic country such as India. C241. Examines challenges to religious representation in politics and communalism.

	LO5: Interprets Maps, Texts, Symbols, Cartoons, Photographs, Posters, Newspaper clippings.	CLO32: Interprets **newspaper sources to examine stereotypes.**	C242. Interprets matrimonial columns and newspaper articles to determine if caste, gender stereotypes and religious identities are waning in our society. C243. Interprets caste diversity in India using varied data.
	LO7: Identifies assumptions, biases, prejudices, or stereotypes about various aspects.	CLO33: Identifies **assumptions, biases, prejudices, or stereotypes about socially disadvantaged groups.**	C244. Identifies the basis for assumptions, biases, prejudices or stereotypes about women, religious groups and caste from newspaper clippings, advertisements, books, and films.
	LO8: Demonstrates inquisitiveness, enquiry.	CLO34: Demonstrates inquisitiveness, enquiry about **occupations and social categories**.	C245. Enquires about people in various occupations in the locality and the reason for their choice of occupation vis a vis skill, education, wages, or social category as determining factors.
	LO9: Constructs views, arguments, and ideas on the basis of collected or given information.	CLO35: Constructs views, arguments, and ideas on the basis of collected or given information regarding **gender representation as citizens.**	C246. Determines if economic and political independence of women, marginalised and socially excluded communities leads to social justice and equality. C247. Determines the nature of patriarchy in disempowering women as citizens.
	LO12: Shows sensitivity and appreciation skills.	CLO36: **Shows sensitivity and appreciation regarding empowering citizens.**	C248. Reads and shares information about important legal and political milestones that enable gender, caste, and religious identities to participate as empowered citizens.
5. Popular Struggles and Movements • Popular Struggles in Nepal and Bolivia • Mobilisation & organisation	LO1: Recognises and retrieves facts, figures and narrate processes to define social identities of gender, religion, and caste.	CLO37: Recognises and retrieves facts, figures and narrate processes to describe **different kinds of popular movements in democracies.**	C249. Identifies how popular struggles are integral to the working of a democracy.

• Pressure Groups and Movements	LO2: Classifies and compares events, facts, data, and figures.	CLO38: Classifies and compares events, facts, data, and figures to examine **the organised ways in which democracy is pressured by conflict of interests and viewpoints.**	C250. Compares different popular struggles that have established and restored democracy.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO39: Explains cause and effect relationship between phenomena, events, and their occurrence to determine **how struggles around conflicting demands and pressures shape democracy.**	C251. Explains the role of labour, human rights and community movements as claims on an elected, democratic government. Cites real examples. C252. Demonstrates the relationship between political conflict, popular struggles, mass mobilisation and role of political organisations in deepening democracy. C253. Describes how different pressure groups work (single-issue, long-term movements).
	LO4: Analyses and evaluates information.	CLO40: Analyses and evaluates information to examine **different methods through which ordinary citizen can play a role in democracy.**	C254. Evaluates the role played by citizens in restoring democratic practices and processes through the examples of Cochabamba strikes and *Kittiko-Hachchiko* movement in Karnataka. C255. Differentiates between sectional and public interest groups.
	LO6: Draws interlinkages within Social Science.	CLO41: Draws interlinkages within Social Science to describe **the indirect ways of influencing politics, through pressure groups and movements.**	C256. Examines the formation of different interest groups or pressure groups based on geographic, regional, and socio- economic disparities in the recent past. C257. Explains, using diverse examples, how a movement furthered by a sectional interest had national impact. (the *Chipko* movement furthered the cause

			of environmental protection; Anti Child Labour movement leading to anti bonded labour laws etc.).
	LO7: Identifies assumptions, biases, prejudices, or stereotypes about various aspects.	CLO42: Identifies assumptions, biases, prejudices, or stereotypes about **participation of citizens in a democracy.**	C258. Uses current examples to challenge the assumption that struggles, and pressures groups can only be led by parties and organisations and examines the role ordinary citizens play in shaping democracy.
	LO9: Constructs views, arguments, and ideas on the basis of collected or given information.	CLO43: Constructs views, arguments, and ideas on the basis of collected or given information regarding **the need for pressure groups and interest groups in a democracy.**	C259. Constructs views and arguments based on real examples, determines the benefits and drawbacks of pressure groups and interest groups. C260. Justifies the statement that those who exercise power are constrained by the influence and pressure exerted on them.
	LO12: Shows sensitivity and appreciation skills.	CLO44: **Shows sensitivity and appreciation of people's movements.**	C261. Reads and shares stories of peoples' movements that strengthened democracy.
6. Political Parties • Why do we need Political Parties? • How many Parties should we have? • How many Parties should we have? • State Parties • Challenges to Political Parties • How can Parties be reformed? (*Objectives and Results, Stability and Change*)	LO1: Recognises and retrieves facts, figures and narrate processes.	CLO45: Recognises and retrieves facts, figures and narrate processes to identify the **nature and workings of political parties.**	C262. Defines: Political party, Affidavit, Defection, Multi-party system, Coalition, ruling party, opposition party. C263. Identifies the components of a political party. C264. Identifies national and regional parties in India based on its features.
	LO2: Classifies and compares events, facts, data, and figures.	CLO46: Classifies, compares, and contrasts **the requirements of a national party and regional political parties.**	C265. Cites the differences and similarities between national and regional parties. C266. Compares one party, two party and multi-party system prevalent in India.

	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO47: Explains cause and effect relationship between phenomena, events, and their occurrence to examine **the nature and working of political parties.**	C267. Describes the idea of partisanship in defining a political party. C268. Explains the need for political parties. C269. Describes the need for multiple parties in a democracy. C270. Describes the functions of a political party. C271. Explains how multiple parties are good for a democracy. C272. Explains the relationship between political parties and the idea of a representative democracy. C273. Explains the importance of aims, symbols and ideologies of various national and regional parties. C274. Describes the role of the Election Commission of India vis a vis political party.
	LO4: Analyses and evaluates information.	CLO48: Analyses and evaluates information that examine **the nature and challenges to political parties.** CLO49: Questions **the reasons for the formation of political parties.**	C275. Examines the measures taken to reform political parties. C276. Examines the reasons why modern democracies need political parties. C277. Determines the manner in which countries choose party systems. C278. Analyses the reasons for the problems and inefficiencies of political parties. C279. Examines reasons for the failure of political parties based on four areas of dissatisfaction and criticism. C280. Analyses ways in which political parties are both carriers of the idea of federal sharing of political power and negotiators of social divisions in democratic politics.

			C281. Suggests ways to overcome the ill effects of political parties (for e.g., one-third reservation for women, state funding, etc.).
	LO5: Interprets Maps, Texts, Symbols, Cartoons, Photographs, Posters, Newspaper clippings.	CLO50: Interprets **Maps, Texts, Symbols, Cartoons, Photographs, Posters, Newspaper clippings**.	C282. Interprets data to trace peoples' participation in parties across the globe. C283. Interprets the challenges faced by political parties using cartoons.
	LO8: Demonstrates inquisitiveness, enquiry.	CLO51: Demonstrates inquisitiveness regarding **functions of political parties.**	C284. Examines the work of political parties (national or regional) to understand its functions.
7. **Outcomes of Democracy** • How do we assess democracy's outcomes? • Accountable, responsive and legitimate government • Economic growth and development • Reduction of inequality and poverty • Accommodation of social diversity • Dignity and freedom of the citizens	LO2: Classifies and compares events, facts, data, and figures.	CLO52: Classifies and compares events, facts, data, and figures to arrive at the **status of a democracy.**	C285. Classifies the ways in which democracy fulfils expectations in real life. C286. Compares the expected and actual outcomes of a democracy.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO53: Explains cause and effect relationship between the **circumstances for democracy to thrive.**	C287. Explains the conditions under which a democracy can achieve its expected outcomes.
	LO4: Analyses and evaluates information.	CLO54: Analyses and evaluates **indicators of a functioning democracy.**	C288. Determines the outcome of a democracy based on: • accountability legitimacy and responsiveness • economic growth and development • reduction of inequality and poverty • accommodation of social diversity differences and conflicts • dignity and freedom of the citizens.

	LO6: Draws interlinkages within Social Science.	CLO55: Draws interlinkages within Social Science.	C289. Explains the linkage between strong participative democracies and the quality of human capital formation.
	LO8: Demonstrates inquisitiveness, enquiry.	CLO56: Demonstrates inquisitiveness, enquiry.	C290. Investigates the working of an existing government to determine expected and actual outcomes of democracy in terms of: quality of government, economic well-being, inequality, social differences and conflict and freedom and dignity.
	LO12: Shows sensitivity and appreciation skills.	CLO57: Shows sensitivity and appreciation skills.	C291. Uses examples and information to acknowledge the struggles that gained dignity and respect for marginalised social groups.
8. **Challenges to Democracy** • Thinking about challenges • Thinking about Political Reforms • Redefining democracy	LO1: Recognises and retrieves facts, figures and narrates processes.	CLO58: Recognises and retrieves facts w.r.t**. challenges to democracy.**	C292. Identifies specific challenges to democracy on the basis of its functions
	LO2: Classifies and compares events, facts, data, and figures.	CLO59: Classifies and compares events, facts, data, and figures that identifies **challenges to democracy.**	C293. Compares the challenges to democracy in our country and elsewhere.
	LO4: Analyses and evaluates information.	CLO60: Analyses and evaluates information regarding **conditions and processes that create conditions suitable for better practices of democracy to thrive.**	C294. Determines how can our democracy become more democratic in its practice and outcomes. C295. Examines the value of political reforms in strengthening a democracy.
	LO8: Demonstrates inquisitiveness, enquiry, for example, pose questions.	CLO61: Demonstrates inquisitiveness and enquiry by exploring **new ways to deepen democracy in the country.**	C296. Suggests steps to reform democratic politics.

9.2.4 Economics

Content Domain, Chapter, Key Concepts	*Learning Outcomes: NCERT*	*Content Domain Specific Learning Outcomes*	*Indicators*
1. Development • What Development Promises - Different people different goals • Income and other goals • National Development • How to compare different countries or states? • Income and other criteria • Public Facilities • Sustainability of development	LO1: Recognises and retrieves facts, figures, and narrate, processes.	CLO1: Recognises and retrieves facts and figures related to **development.**	C297. Defines: Per Capita Income, Literacy Rate, Infant Mortality Rate, Attendance Ratio, Life Expectancy, Gross Enrolment Ratio, Human Development Index. C298. Identifies the components of human development index.
	LO2: Classifies and compares events, facts, data and figures.	CLO2: Classifies and compares **aspirations and developmental goals.**	C299. Compares nutritional status of the people with their economic background.
	LO4: Analyses and evaluates information.	CLO3: Analyses and evaluates the **multiple perspectives on development.**	C300. Draws interlinkages between developmental goals / aspirations of different people. C301. Evaluates the multiple perspectives of development. C302. Analyses Body Mass Index (BMI) to ascertain the requirement of nutrition. C303. Investigates the question of sustainability of development.
	LO5: Interprets.	CLO4: Interprets **data and graphs related to human development index.**	C304. Interprets data on: • national income of different countries to (i) compares their average income and (ii) the existing disparities • per capita income among the different states in India

			• infant mortality rate, literacy rate and net attendance ratio secondary stage of different states in India • gross national income, life expectancy and literacy rate of different countries • literacy rate of a country – between rural / urban and male / female • nutritional level of people in different states / countries • human development index of different countries
	LO6: Draws interlinkages within Social Science.	CLO5: Makes connection with the **use of resources and sustainable development.**	C305. Draws interlinkages between use of resources and sustainable development.
	LO12: Shows sensitivity and appreciation of skills.	CLO6: Demonstrates sensitivity towards **economic issues of inequality and unsustainable development.**	C306. Expresses personal opinion on causes and consequences of uneven and unsustainable development, income and wealth inequality through case studies, real life issues, newspaper, documentaries, films etc.
2. Sectors of the Indian Economy • Sectors of Economic Activities: Comparing the three sectors • Primary, Secondary and Tertiary Sectors in India • Division of sectors as organised and unorganised • Sectors in terms of ownership: Public and Private Sectors	LO1: Recognises and retrieves facts, figures, and narrate, processes.	CLO7: Recognises and retrieves **facts on sectors of Indian Economy.**	C307. States the meaning of Gross Domestic Product (GDP). C308. Identifies workers in the unorganised sector in the rural and urban areas.
	LO2: Classifies and compares events, facts, data and figures.	CLO8: Classifies and compares the **different sectors of economy.**	C309. Classifies and compares the different sectors of economy (primary, secondary, and tertiary). C310. Classifies and compares between organised and unorganised sector. C311. Classifies and compares between public and private sector.

	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO9: Explains **the relationship between cost of finished goods and its contribution to the GDP.**	C312. Illustrates with examples the 'meaning of counting final goods and services.
	LO4: Analyses and evaluates information.	CLO10: Analyses and evaluates **the contribution of different sectors and the policies of the government**.	C313. Analyses the interdependence of the different sectors of the economy. C314. Traces the trend and patterns in the shift of economic sectors from secondary to tertiary with the development of a country. C315. Distinguishes between disguised employment/underemployment and unemployed. C316. Probes for reasons and solutions for under employment. C317. Suggests ways of creating new jobs. C318. Evaluates the implementation of the law 'Right to Work' in light of Mahatma Gandhi National Rural Employment Guarantee Act, 2005 (MGNREGA, 2005). C319. Suggests ways to protect workers in the unorganised sector. C320. Justifies the involvement of government in the public sector. C321. Evaluates the contribution of the public sector to the economic development of a nation.
	LO5: Interprets.	CLO11: Interprets **data and graphs related to the contribution of different sectors of economy towards GDP**.	C322. Interprets data and graphs on: • GDP by primary, secondary, and tertiary sectors • Share of sectors in GDP in percentage

			• Share of sectors in employment in percentage Share of primary sector in GDP and employment • Workers in different sectors (organised and unorganised)
	LO7: Identifies assumptions, biases, prejudices, or stereotypes about various aspects.	CLO12: Identifies and reflects on **the discrimination faced by the different sections of the society**.	C323. Reflects on the social discrimination faced by schedule tribe, schedule caste and backward community in the unorganised sector.
3. Money and Credit • Money as a medium of exchange • Modern forms of money • Loan activities of Banks • Two different credit situations • Terms of credit • Formal sector credit in India • Self Help Groups for the Poor	LO1: Recognises and retrieves facts, figures, and narrate, processes.	CLO13: Recognises and retrieves **facts with respect to money and credit**.	C324. Defines: collateral, terms of credit, double coincidence of wants.
	LO2: Classifies and compares events, facts, data and figures.	CLO14: Classifies **different forms of money and loans**.	C325. Classifies the formal and informal types of loan.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO15: Explains **the importance of money and role of financial institutions**.	C326. Explains how money eliminates the need for double coincidence of wants. C327. Traces the medium of exchange from the earliest times till date. C328. Explains the validity of currency as a medium of exchange. C329. Draws connection between the modern forms of money – currency and deposits with the working of the modern banking system. C330. Explains the working of a bank with respect to loan activities. C331. Discusses the role of Reserve Bank of India in supervising the functioning of the formal sources of loan. C332. Explains the importance of banks and cooperatives in lending particularly in the rural areas.

			C333. Explains the importance of banks and cooperatives in lending loans particularly in the rural areas. C334. Explains the role of Self-Help Groups (SHG) in providing loans to the poor.
	LO4: Analyses and evaluates information.	CLO16: Analyses and evaluates **the effect of credit on all sections of people**.	C335. Analyses how credit affects different sections of people in real life situations. C336. Evaluates the importance of availability of cheap and affordable credit in the development of a country. C337. Explores the success stories of Grameen Bank of Bangladesh by Prof, Muhammad Younus, in providing appropriate and reasonable credit.
	LO5: Interprets.	CLO17: Interprets **pie charts on the sources of credit**.	C338. Interprets pie-charts on sources of credit for rural household in India loans taken by urban households from formal and informal sector.
4. Globalisation and the Indian Economy • Production across countries • Interlinking production across countries • Foreign Trade and integration of markets • What is globalisation? • Factors that have enabled Globalisation • World Trade Organisation • Impact of Globalisation on India • The Struggle for a fair Globalisation	LO1: Recognises and retrieves facts, figures, and narrate, processes.	CLO18: Recognises and retrieves **facts on globalisation and Indian economy**.	C339. Defines: globalisation, liberalisation, trade barrier, foreign investment, multinational corporations, foreign trade, employment, Foreign direct investment, Special Economic Zone (SEZ), World Trade Organisation (WTO).
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO19: Explains **the interlinkage of production and market across countries**.	C340. Illustrates with examples the difference between foreign trade and foreign investment. C341. Explains the reasons for putting restrictions to foreign trade and foreign investment in India.

			C342. Explains the role of transport and communications in enabling globalisation. C343. Examines the factors that attract the MNCs and its impact on local producers and consumers.
	LO4: Analyses and evaluates information.	CLO20: Analyses and evaluates **the impact of globalisation and expressing it through different mediums**.	C344. Analyses the factors that enables globalisation. C345. Evaluates the impact of globalisation on India. C346. Investigates how people throughout the world have expressed discontent around globalisation. C347. Expresses their opinion on globalisation through different mediums (poster making/campaigning/ street plays / songs/poems/ debates etc.
	LO6: Draws interlinkages within Social Science.	CLO21: Relates **the societal changes and the necessity for making of laws**.	C348. Makes connections with the changes in societal conditions, need for implementation and amendment of labour laws from time to time for protection and regularisation of labour laws.
5. Consumer Rights	LO1: Recognises and retrieves facts, figures, and narrate, processes.	CLO22: Recognises and retrieves **facts on Consumer Rights**.	C349. Defines-market, right to seek redressal, COPRA, AGMARK. C350. Lists various ways by which people may be exploited in the market. C351. States the important rights of the consumers. C352. Identifies logos with ISI mark.

	LO2: Classifies and compares events, facts, data and figures.	CLO23: Compares **different types of consumer courts to address consumer grievances**.	C353. Compares between the consumer protection council and consumer court.
	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	CLO24: Explains **the relation between consumer grievances and their protection through laws**.	C354. Expresses the importance of Consumers International. C355. Explains the need for RTI in the context of consumer rights. C356. Explains the right to choose in the context of consumer rights. C357. Explains the steps to file a complaint under right to seek redressal. C358. Describes the role of consumer forums or consumer protection councils.
	LO4: Analyses and evaluates information.	CLO25: Analyses and evaluates **the awareness of consumer rights**.	C359. Uses real life situations (case studies, newspaper clippings, narratives etc.) to develop awareness of consumer rights. C360. Conducts a survey in their respective locality through a questionnaire to get an idea as to how alert they are as consumers.
	LO11: Illustrates decision making/problem solving skills.	CLO26: **Displays the skill of a well-informed citizen.**	C361. Demonstrates knowledge and skills of well informed and conscious consumer.
	LO12: Shows sensitivity and appreciation skills.	CLO27: Demonstrates **sensitivity towards exploitation**.	C362. Expresses views and opinion on exploitation of consumers and the need for consumer rights through case studies, real life examples etc.

10. Sample Pedagogical Processes and Assessment Strategies for Classroom Purposes

10.1 Class IX

10.1.1 History

SECTION II

Theme: Livelihoods, Economies, and Societies

Chapter 4: Pastoralists in the Modern World

Learning Outcomes and Indicators	*Pedagogical Processes*	*Assessment Strategies*
LO1: Recognises and retrieves facts, figures and narrate processes. **Indicators**: C155. Identifies the paradigm shift in history from merely reading about kings and queens to livelihoods, economies, and societies in history. C156. Identifies the change and continuity in the lives of the pastoral community.	Teachers may introduce this topic/chapter by posing the following questions to initiate discussion: • Why do you think that this book has a theme, particularly on the Livelihoods, economies, and societies? • Why are we studying forest dwellers, pastoralists, and peasants in history instead of focusing only on the kings, queens, and wars? • Why is it important to understand the contemporary world through the eyes of the forest dwellers, pastoralists, and peasants? • How do you think that the peasants and pastoralists are important in understanding the history of the contemporary world? These questions will again be asked once the chapter is done.	The probing questions will help the teacher gauge the prior understanding/misconceptions/prejudices of the students related to pastoralism.

LO4: Analyses and evaluates information.

CLO37: Analyses the **seasonal movements in different geographies**.

CLO38: Analyses the **effect of the implementation of Acts by the British on the pastoral communities**.

Indicators:

C161. Examines the seasonal movement of the pastoral communities in the mountains, plains, plateaus, and the desert.

C162. Analyses the impact of the colonial rule on the pastoral lives:

- Expanding cultivation
- Forest Acts
- Criminal Tribes Act
- Increase in taxation

C163. Examines how the pastoralists cope with the changes in their lives.

C164. Critiques the turning of grazing land into game reserves and its effects on the Maasai community.

Activity:

Teachers may:

- As a class, develop a set of guidelines/rules to follow when engaged in group activities
- Before beginning a small group activity remind students of the norms of collaboration.
- Address 21st century skill -collaboration

Teachers may:

- When organising students to work cooperatively, provide a copy of a scoring guide (sample provided below; adapt to best suit individual needs and goals).
- Review the criteria with the class to help ensure that all students have a clear understanding of what successful collaboration looks like.

Initiating activity:

Topic: Pastoral Nomads and the movements

Teachers may:

- Divide the class into 4 groups
- Each group reads and annotates the text (page 98-102, Section 1.1-1.2)
- Following guiding questions are provided in the graphic organiser (1).
- Students fill up the graphic organiser.
- Each group share the findings with the larger group
- Summarisation/consolidation:
- Consolidation of the seasonal movements by various pastoral communities in different geographical locations.

Rubric for Collaboration:

Criteria	Rating			Example(s)
	1	2	3	
I was respectful of my partners' ideas.				
I was on-task.				
I contributed equally to the task.				
I encouraged my partner(s) to fully engage with the task.				
add other criteria				

Tools for Learning by Phillis Arnold:

Source: pp. 74-77, page 55, social studies 2018

Graphic Organiser I:

Pastoral Nomads and their movements	In the mountains	On the plateaus	On the Plains	On the Deserts
Name of the pastoral communities in each of the geographical locations				
Identify the geographical location of each tribe				
Migrating seasons				
Reasons for migrating in these seasons				
The cattle's and the crops they grow Economy and livelihood of the pastoralist's communities				
Key words and new terms				

- Formative assessment based on Students' presentation based on the Graphic Organiser.

- Relevant and collaborative feedback on the misconceptions, and ambiguity by the teacher and students.
- Students should understand and correctly use relevant terminology.
- Teachers may ask students to self-monitor, reflect, and complete the following checklist before moving on to the next concept.

Questions	Key Lead ins to help the students understand the questions
• How did you learn this? • What did you experience as you were learning this?	• I was surprised ... • I don't understand ... • I wonder why ... • I found it funny that ... • I think I got a handle on this because ... • This helps me to understand why
• What do you think of this? • What were your feelings when you read (heard, experienced) that ...?	• I find that ... • I think that ... • I like (don't like) ... • The most confusing part is when ... • My favourite part is ... • I would change ... • I agree that ... because ...

LO5: Interprets texts and symbols, cartoons, photographs Posters, newspaper clippings related to socio-political issues. CLO39: Interprets the **primary and secondary sources of History**. **Indicators**: C165. Interprets the source and relates with the effect on 'closing the border' with the other pastoral communities of Africa Statement of Kakoland herders, Namibia Quoted in Michael Bollig, 'The colonial encapsulation of the north-western Namibian pastoral economy, 'Africa 68(4),1998. C166. Reads and interprets the source and draws connection with the condition of pastoralists in India and Africa.	**Concept**: Teacher introduces: • How primary and secondary sources are used in history? • How to analyse and interpret a text by using an analysis tool? **Activity:** The following source is taken from the textbook to analyse by using an analysis tool: <u>Individual activity:</u> The analysis tool is explained by the teacher. Students read the source individually <u>Think-pair-share:</u> Students in a pair collaborate re-read the source together and analyse the source using the tool and write their understanding against each point. **Source:** Pastoral communities elsewhere in Africa faced similar problems. In Namibia, in southwest Africa, the Kaokoland herders traditionally moved between Kaokoland and nearby Ovamboland, and they sold skin, meat and other trade products in neighbouring markets. All this was stopped with the new system of territorial boundaries that restricted movements between regions. The nomadic cattle herders of Kaokoland in Namibia complained: 'We have difficulty. We cry. We are imprisoned. We do not know why we are locked up. We are in jail. We have no place to live … We cannot get meat from the south … Our sleeping skins cannot be sent out … Ovamboland is closed for us. We lived in Ovamboland for a long time. We want to take our cattle there, also our sheep and goats. The borders are closed. The borders press us heavily. We cannot live.'	**Teacher assesses:** Analysis tool of historical sources. Using the following set of questions as starting points to analyse the sources of history: • Identify the sources of history • Is this a credible source? • What are its main ideas? • According to these sources, what caused this to happen? • What were the consequences? • Is this significant? For whom? • Who are the stakeholders? • What are their perspectives?

Statement of Kaokoland herders, Namibia, 1949.
Quoted in Michael Bollig, 'The colonial encapsulation of the north western Namibian pastoral economy', Africa 68 (4), 1998.

Source: NCERT-India and the contemporary world

Summarisation/consolidation of the analysis and inferences drawn/Post-analysis discussion questions:

- *What kind of restrictions did the pastoral communities face in India and Africa?*
- *What were the reasons for posing restrictions on the movement of the pastoralists?*
- *How did the expansion of cultivation affect them?*
- *How did the change in the geopolitical map of India and Africa affect the pastoralist communities?*

Based on the above discussion students draw linkages between the condition of pastoralists in Africa and India.

Interdisciplinary concept:

LO6: Draws interlinkages within Social Science.

CLO40: Draws linkages within social sciences on politics, economy, and geography with regards to **pastoralism**.

CLO41: Reflects on **idea of 'Space' (geography, history, and political science).**

Indicators:

C167. Determines how geography, economy and seasons play an important role with regards to the seasonal movements of the pastoralist in India and Africa.

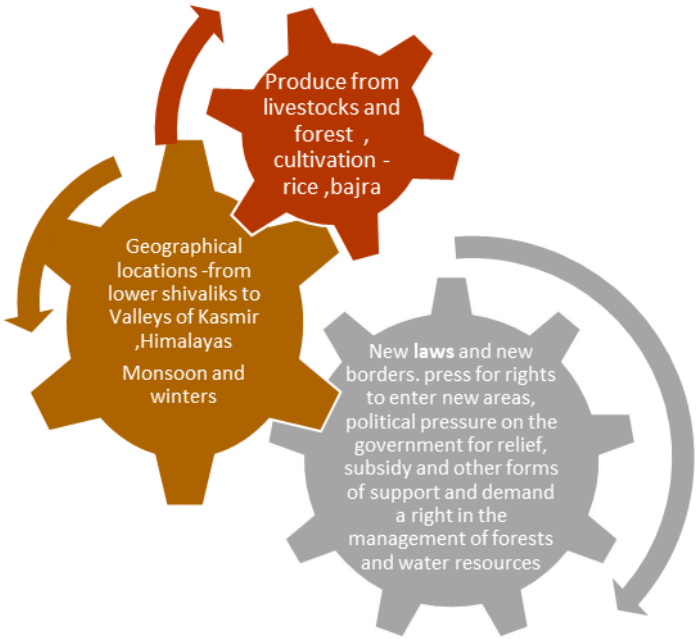
C168. Reflects on the idea of Space (different spaces used by the whites and blacks -prohibition) and relates with other countries (India, Germany, South Africa) on spatial segregation. 'Kaekoveid permits to enter 'Magistrate to police station Commanders of Outjo and Kamanjab,24th November,1937.

C169. Explores how the changes in the political boundaries/territorial affected the pastoral communities in India and Africa.

C170. Reasons how the scramble for Africa in Europe and USA

In order to have a holistic understanding of an issue, event, or phenomenon, it is imperative that the perspectives and skills of social sciences are to be used in totality.

The teacher may, with the help of the students, model out an example of an interdisciplinary concept from the present chapter.



The idea of 'space':

How can one visualise the idea of space in all the four disciplines of social sciences and relate how space was represented in history at different times?

Read and observe all the documents and answer the following in the graphic organiser:

How is the idea of space referred to in the four documents? Provide evidence from the documents to support your answer.

Document	Idea of Space
Document 1	
Document 2	
Document 3	
Document 4	

Use documents 1-4 and write a 2-paragraph response to the following statement:

How is space used politically and historically? Use evidence to support your answer.

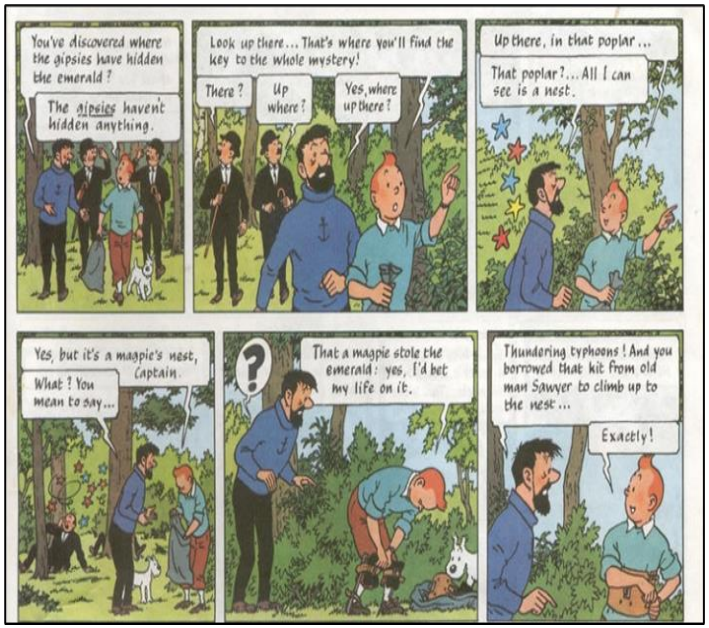
Write your view on how far it is correct or incorrect to segregate spaces.

determined the boundaries of Africa. C171. Justifies that ecologically pastoralism is the most viable form of life and is suited to many hilly and dry regions.	**Document I** Thus, from the beginning, there were separate quarters for Europeans and Indians, which came to be labelled in contemporary writings as the "White Town" and "Black Town" respectively. Once the British captured political power these racial distinctions became sharper **Document II** In most places in colonial Africa, the police were given instructions to keep a watch on the movements of pastoralists and prevent them from entering white areas. The following is one such instruction given by a magistrate to the police, in southwest Africa, restricting the movements of the pastoralists of Kaokoland in Namibia: 'Passes to enter the Territory should not be given to these Natives unless exceptional circumstances necessitate their entering … The object of the above proclamation is to restrict the number of natives entering the Territory and to keep a check on them, and ordinary visiting passes should therefore never be issued to them. ' 'Kaokoveld permits to enter', Magistrate to Police Station Commanders of Outjo and Kamanjab, 24 November 1937. **Document 3** The other aspect of Hitler's ideology related to the geopolitical concept of Lebensraum or living space. He believed that new territories had to be acquired for settlement. This would enhance the area of the mother country while enabling the settlers on new lands to retain an intimate link with the place of their origin.	

	Document 4 **Read and observe all the documents and answer the following in the graphic organiser**. How is the idea of space referred to according to these documents and pictures? Provide evidence from the document to support your answer.	
LO1: Recognises and retrieves facts, figures and narrate processes. CLO33: Locates **the places inhabited by the pastoralist communities in India and Africa**. **Indicators**:	**Map work**: Locates and identifies the different pastoral communities of India and Africa on the given map of India and Africa. **India:** <u>Pastoralists in India</u> The following map indicates the location of only those pastoral communities mentioned in the chapter. There are many others living in various parts of India.	**Involve Students in the Assessment Process:** Co-develop assessment and evaluation strategies **Questions related to the maps**: • Locate and identify the pastoral communities of Africa and India • Which part of the country/continent is inhabited by the pastoralists?

C154. Locates the different pastoral communities of India and Africa and in particular the Maasai community of Africa (Kenya and Tanzania).	 **Africa:** <u>Pastoral communities in Africa</u> The following inset shows the location of the Maasais in Kenya and Tanzania. 	• Trace the movement of the following using the map of India: ○ Gujjar Bakarwals ○ Gaddi Shepherds ○ Bhutia ○ Dhangars ○ Kurubas • Which pastoral communities could have suffered the most with the partition of the country? Locate on which grazing ground has the Serengeti game reserve developed?

LO7: Identifies assumptions, biases, prejudices, and stereotypes about various aspects.
 	
CLO42: Identifies the **bias and stereotypes with regards to specific communities**.
 	
Indicators:
C172. Identifies the stereotypes constructed around the nomadic pastoralists and gypsies in the world (Roma's of Europe) and connects Hitler's view on the same.
	Discuss these questions to relate to the kind of discrimination certain communities, tribes face all over the world:
	• *What were the stereotypes and biases constructed around the pastoralist communities?*
	• *What kind of colonial laws were passed against the pastoralist communities? Was it justified?*
	• *How were the gypsies treated by Hitler? And why were they treated in that manner?*
	• *What are the prevailing biases and prejudices of the pastoral communities, nomads, and gypsies around the world?*
		• Write a journal entry about a situation where you felt treated unjustly. How did this make you feel? Was the issue resolved to your satisfaction?
		• Write the meanings of the following terminologies associated with this Learning Outcome e.g.,
		  ○ Assumptions
		  ○ Prejudice
		  ○ Stereotypes
		  ○ Nomadic
		  ○ Pastoralism

LO12: Shows sensitivity and appreciation skills. CLO45: Develops an enduring understanding of **the importance of placing economies, livelihoods, and societies in history perspective**. **Indicators**: C177. Shows cognizance towards the contribution of the pastoral communities in the economies of contemporary world.	Read the following comic strip:  	Teachers may use different strategies to conclude/consolidate the understanding of the theme. The following excerpt can be given from Democratic politics II: • to identify the assumptions and the biases • to empathise and sensitise students with the marginalised section of society. **Assignments**: • Create a comic strip which illustrates the annual sequence of activities engaged in by a particular pastoralist community. • Create a short dramatic work (three scenes) which examines the feelings of the pastoralist community when the colonial government passed the Criminal Tribes Act in 1871. The work should utilise accurate depictions of the time period. • Collect or create songs /poems /documentary which reflects the seasonal movements of the nomads.

With The Castafiore Emerald (1963), Hergé was one of the first to depict gypsies in a way that broke free of the prejudices of his time. It is by meeting and speaking with the gypsies that Tintin and Captain Haddock also manage to see through some of the false and widespread myths about these people. The story revolves around a number of supposed thefts and a missing emerald. It seems like almost everyone is a suspect. A cheeky magpie appears at the beginning and right at the end of the story; readers finally discover that the little bird has been behind the drama.

How has the world perceived the gypsies till now? Identify the discrimination, biases and prejudice, stereotyping, and the act of labelling them.

The teacher may make connections and consolidate:

	• *At the end ask the same questions which were posed at the beginning and now look at the change in the perspective of the students on the following:* • *Why do you think that this book has a theme, particularly on the Livelihoods, economies, and societies?* • *Why are we studying forest dwellers, pastoralists, and peasants in history instead of focusing only on the kings, queens, and wars?* • *Why is it important to understand the contemporary world through the eyes of the forest dwellers, pastoralists, and peasants?* • *How do you think that the peasants and pastoralists are important in understanding the history of the contemporary world?*	

10.2 Class X

10.2.1 Political Science Chapter 1: Power Sharing

Key Concepts:

- Idea of Power sharing
- Belgium and Sri Lanka: Majoritarianism and Accommodation
- Need for Power sharing
- Forms of Power sharing

Political Science in grades 9 and 10 takes the student from examining the ideas, institutions and rules of democracy to how democracy works in practice. It deepens the concepts of democracy, rights, responsibilities, political and administrative structures, governance, Constitution, prejudices and inequality, to the processes of power sharing, federalism in India and its outcomes and challenges. It draws the students to explore the broader thinking around each of these concepts.

- These pedagogical samples help the teacher demonstrate ways to unfold, the idea of vertical power sharing, through the lens of two case examples. It will create opportunities for the student to identify the impact of powerlessness, the need for power sharing in a democracy and its different forms.
- The teaching-learning process moves to examine the key concepts power sharing and demonstrates how the learner can explore the perspectives around the need for power sharing and its significance for democracy.

Learning Outcomes and Indicators	***Pedagogical Processes***	***Assessment Strategies***
LO1: Recognises and retrieves facts, figures and narrate processes. CLO1: Recognises and retrieves facts, figures and narrate processes to identify **how different democracies handle power-sharing**. **Indicators**: C179. Identifies forms of power sharing in Belgium and Sri Lanka. C180. Identifies different forms of power sharing and its benefits. C181. Defines terms: ethnicity, community government, majoritarian etc.	*It is suggested that small group discussions, peer to peer exchange of ideas and presentations to large groups be a norm while engaging with different forms of information. This emphasises the idea of consultation, discussion, debate and participation in generating a shared understanding of concepts rooted in the Constitution of our democracy.* • The students and teacher brainstorm what the words power, powerlessness and power-sharing mean in the context of their classroom. • They examine classroom spaces and people's actions that lead to stress, anxiety, shame, and ill health, which are all signs of powerlessness. At the end of the exercise, the students tabulate their responses to the questions given below. • The students identify the possible reasons for powerlessness and power-sharing within the classroom. **Questions for discussion and Suggested Activities**: • What effect do words that focus on everything weak and failing in a person have on them? • Where and when do students feel left out? • How many specific and concrete responses are given and received in the classroom space vis-a-vis responses that are general and dismissive?	*It is suggested that at the onset of grade 10, a democracy in process wall (where possible and resources permit, a virtual wall) is allocated, or a community newspaper is developed in the classroom (virtually, blogs, vlogs). The students visually display the building up of their conceptual understanding of the process of power sharing in a democracy through the year in this space.* Learners articulate their understanding of the following questions in their own words. They share, discuss and refine the ideas in small groups and put up the group explanations on a display board as work in progress. • Identifies the different criteria on which power, powerlessness and power-sharing exist. • Identifies the benefits of sharing of power among all within a classroom (inclusive of students and teachers) • Defines what is power-sharing, ethnicity, diversity, community and majoritarian.

	• What does it mean to have high expectations from others and how is it visible? • When is a student's voice heard and honoured? • How often are enthusiasm, kindness, focus, calmness, and openness to others displayed in the classroom space? **Whole-class project to consider**: • Classroom survey of powerlessness	
LO2: Classifies and compares events, facts, data, and figures. CLO2: Compares and contrasts the **different ways of power sharing in a democracy**. **Indicators**: C182. Compares and contrasts the differences and similarities of power sharing in the two countries. C183. Compares the benefits and drawbacks of horizontal and vertical power sharing in democracy.	• Use the textbook example of Belgium and Sri Lanka to probe different power-sharing arrangements in a democracy. • Explore how different groups feel the impact of power-sharing in the two countries after the privilege walk exercise • **Method**: The teacher divides the class based on the given divisions in the two countries and assigns each student a social group. Let them know that they represent that group. A set of questions is prepared based on the socio-political dynamics of the countries being discussed. Students start from a single line and for every question called out by the teacher, they either move ahead or take a step back as per the instruction. The teacher can frame questions about the experience of the different social groups in both countries. For example, questions can be framed as: • If your language is accepted and respected in your country take a step forward. • If your community has equal representation in the government like other social groups take a step forward	• Students discuss and refine their thoughts in small groups and write their understanding of the different ways of power-sharing in the two countries. • They tabulate the benefits and disadvantages for all vis a vis a majority in the context of diversity. • They compare experiences of different social groups in accessing public spaces (for example health care, education, and living spaces) in terms of their multiple identities in the context of the pandemic.

	• If the language you speak is not the one used in educational institutions take a step back. • The students engage with a recent event such as the pandemic and examine its impact on them as students vis a vis that of someone who is socially different from them based on class, privilege, gender, religion, caste, etc. (Students compare the impact of dissimilarity on a person's complete participation in the democratic process in a country. They also use the questions of the classroom survey on powerlessness.) **Questions for discussion and suggested activities**: • Debrief after the Privilege-walk exercise. Ask the students to look at where they have reached in their walk. How do they feel and why do they feel so? • Can you name the different identities each of you carried (gender, ethnic group, minority, majority)? • Which of your identities impacted your participation in a democratic process? • How did it feel to be able to participate in a democracy? • What was the point where you felt that you were an equal participant in the process of democracy? • How did the pandemic impact you, vis a vis the said person? Are crises and disasters an indicator of how participative a democracy can be? Why do you think so?	
LO3: Explains cause and effect relationship between phenomena, events, and their occurrence. CLO3: Explains **cause and effect relationship between phenomena, events, and their occurrence to highlight the significance of an intelligent sharing of**	• A discussion on the idea of the larger good or good for all is initiated in the class. • Based on the previous case studies of Belgium and Sri Lanka, students in small groups discuss how larger good was/was not attained and what were its repercussions on the people. • In the context of their classroom, the students and the teacher list out commonalities and shared identities,	• The students engage with case studies from two or three countries across the world and examine how the three organs of the government in each case look at power-sharing. They write a short comparative analysis piece.

power among legislature, executive and judiciary to the design of a democracy. **Indicators**: C184. Explains the need for power sharing in a democracy with regard to the unity of a country. C185. Illustrates the benefits of mutually acceptable arrangements for sharing power.	ways of acknowledging differences/ diversities, and active listening to others. • In the context of a democracy, students identify the institutions that are responsible for creating spaces for power-sharing. **Questions for discussion and suggested activities**: • Based on their discussion so far, students write and enact short skits on how power sharing can be beneficial for all. Each skit can bring out spaces where, and the reasons why power-sharing is presently weak or missing and what led to a transformation. (Situations can be real cases such as in the family, in an institution such as school, country).	
LO4: Analyses and evaluates information. CLO4: Analyses and evaluates information to describe **various forms of power-sharing**. CLO5: Evaluates **the consequences of an uneven power sharing between institutions in a democracy**. **Indicators**: C186. Examines the impact of an imbalance in sharing power between the key institutions in a democracy. C187. Evaluates the statement that power sharing is desirable in a democracy. C188. Analyses the importance of prudent and moral reasons for power sharing in	• Students examine the cartoon 'Fine German Engineering' depicted on page 6 of the chapter in the context of the maxim "agreeing to disagree". The students explore if a maxim or rule for good or sensible behaviour is for the larger good. • Students listen to the song *'Imagine'* by John Lennon; read the poem by Rabindranath Tagore *'Where the mind is without fear'*; Safdar Hashmi's *Bansuriwala*, and other folk stories that speak of power-sharing. Discuss the possibilities of a world with and without diversity or one that has only one kind of a species. The class curates an assembly that showcases stories, songs, and plays that showcase the statement "Power sharing is desirable in a society" **Questions for discussion and suggested activities**: • Class/ school assembly is organised around the above topic.	• Students explain the contexts of power sharing from the perspective of caste after reading an excerpt from Book 1, Water*, Bhimayana*, Graphic Novel; Story: Srividya Natarajan, S. Anand. Navayana. Art: Durgabai Vyam, Subhash Vyam. • In small groups, students examine the reasons that inform caste inequalities in the country. They write a short paragraph on the prudent and moral reasons for power-sharing in the context of caste.

a democracy using an example from the context of India. C189. Interprets newspaper reports, cartoons to infer the better outcomes of power-sharing in a democracy and for diversity.		
LO5: Interprets cartoons and newspaper clippings. CLO6: Interprets cartoons and newspaper clippings to infer **problems of power sharing**. **Indicators**: C189. Interprets newspaper reports, cartoons to infer the better outcomes of power-sharing in a democracy and for diversity.	• Examines the reasons why social groups such as women, transgender, and marginalised castes express their rights politically through the following or similar case studies: https://www.downtoearth.org.in/indepth/panchayats-working-women-22753; • https://www.outlookindia.com/website/story/india-news- • Discusses as a class the myths around sharing of power in a democracy such as sharing of power with all groups will weaken the country; it is better if the majority determines what is good for all. • Students watch the documentary or read the article about *Khabar Lahariya* the women run newspaper and channel from Bundelkhand and discuss questions about it. https://khabarlahariya.org/about-us/ **Questions for discussion and suggested activities**: • The media is considered the fourth estate that guards democracy. How does the work of *Khabar Lahariya* transform the idea of power sharing in this field? • Who benefits from such transformations and how?	• Students debate on the topic "Power sharing in a democracy is for the greater good for all. • Students collect information and examples of better outcomes in a society when diversity is accommodated equally. • They discuss and write a short paragraph on the different perspectives as well as the shared understanding of the group.
LO7: Identifies assumptions, biases, prejudices or stereotypes about various aspects.	• Students are given pictures, photographs, matrimonial ads, audio-video clips and written jokes related to the following: gender (women, men, transgender and others), caste, disability and class.	Students identify the references to equality and power sharing in the Constitution of India in the context of: • any one social category discussed in class. • the roles and responsibilities of the executive, legislature and the judiciary

CLO7: Identifies **assumptions, biases, prejudices or stereotypes about diversity**. **Indicators**: C190. Identifies **regional differences and cultural diversities in India and examines own assumptions about it**.	• Students examine space, thinking and language that exhibit disability, gender (women, men, transgender and others), caste, and class biases. (Examples of public transport, notions of ability, words and phrases used in reference to these social groups) • Students examine the nature of such assumptions and biases • Students examine what the Constitution states regarding people with disability, and of gender, caste, and class. **Questions for discussion and suggested activities**: • Where do we see them and what challenges do, they face? What do we consider as their abilities? • What is the kind of language used in reference to these groups? • How do majoritarian notions, assumptions, biases, and prejudices lead to and deepen social divisions and impact these groups? • Do these assumptions impact some favourably and others unfavourably?	Students write a community blog/ Vlog/ newscast to highlight the role of biases in deepening social divisions in a democracy and its impact on the participation of all in a democracy.
LO9: Constructs views, arguments, and ideas on the basis of collected or given information. CLO8: Constructs views, arguments, and ideas about **the need for power-sharing in democracy**. **Indicators**: C191. Argues with evidence that majoritarianism challenges the functioning of a democracy.	• Students examine individual responses and attitudes to a socially dissimilar group in the neighbourhood. • Students engage with the same group to understand their perspectives on access, equality, and representation. **Questions for discussion and suggested activities**: • What were my ideas before I started this task? • What did I know of them? • What do I know now about them? • What did I have to unlearn about them?	• Students evaluate the different forms of power sharing. • Students suggest possible alternate arrangements of power sharing in the context of Sri Lanka and Belgium. • Students argue in a short essay how equal participation in a democracy has addressed issues of serious social divisions. • Students explain the key features of a robust democracy that help diversity thrive.

C192. Suggests possible alternate arrangements of power sharing in the context of Sri Lanka and Belgium.		

11. Question Paper Design

11.1 Class X

Content Domain	*Marks Distribution*
Geography	20
History	20
Political Science	20
Economics	20
Total	**80**

Item Types	*Item category*	*Number of questions*	*Marks distribution*
Select response question	Single correct answer	20	20
Constructed response question	Short answer	8	24
	Long answer	7	28
	Maps	2	08
		37	**80**

Cognitive process	*Assessment objective*	*Marks distribution*
Knowing	• Demonstrates: knowledge of content (e.g., facts, terms, definitions); understanding of content (e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial and temporal technologies).	30
Reasoning	• Uses processing skills (e.g., interpreting, analysing, synthesising, and evaluating data, evidence, and information; analysing maps; detecting point of view and bias; formulating conclusions). • Uses critical/creative thinking processes (e.g., applying concepts of disciplinary thinking; using inquiry, problem-solving, and decision-making processes). • Expresses and organises ideas and information (e.g., clear expression, logical organisation), visual, and written forms.	40

Applying	• Applies knowledge and skills (e.g., concepts, procedures, spatial skills, processes, technologies) in familiar contexts. • Transfers knowledge and skills (e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies) to new contexts. • Makes connections within and between various contexts (e.g., within themes, content, inter-disciplinary and multi-disciplinary).	10
Total		**80**

12. Sample Assessment Items and Marking Scheme

12.1 Geography

12.1.1 Multiple Choice Question (MCQ)

Content Domain (Chapter Name)	Agriculture
Learning Outcome	Explains cause and effect relationship between phenomena, events, and their occurrence.
Content domain learning outcome	Explains the **correlation between physical environment with types of crops and agricultural practices**.
Indicator	Infers the impact of Green Revolution on the Indian economy/environment.
Cognitive level	Knowing
Difficulty level	High
Marks	1
Time	1 minute
Item stem	**Statement (S)**: Green Revolution led to land degradation, drying of aquifers, and vanishing biodiversity. **Reason (R)**: Overuse of chemicals and over irrigation leads to waterlogging and increase in salinity and alkalinity in the soil.
Correct answer	S is true and R is the reason for S.
Distractor 1	S is true while R is false.
Distractor 2	S is false while R is true.

Distractor 3	S is true but R is not the reason for S.

12.1.2 Constructed Response Question

Content Domain (Chapter Name)	Forest and Wildlife Resources
Learning Outcome	Explains cause and effect relationship between phenomena, events, and their occurrence.
Content domain learning outcome	Explains the correlation between area under forest cover and human beings.
Indicator	Explains **the correlation between destruction of forest cover, loss of biological and cultural diversity and its social implications**.
Cognitive level	Reasoning
Difficulty level	High
Marks	3
Time	5 minutes
Item stem	The destruction of forests has increasingly marginalised and impoverished many indigenous and other forest-dependent communities. Using the given picture as a reference, explain the ways in which the destruction of forest cover impacts the environment and quality of life, especially of women in poorer societies.

Marking scheme		
Part	***Marks***	***Answer***
	3	The response reflects a comprehensive analysis of the situation with specific examples of how various societies/individuals have been impacted. Some illustrative argument provided could be: In many societies, women bear the major responsibility of collecting fuel, fodder, water and other basic subsistence needs. **As these resources are depleted, the drudgery of women increases** and sometimes they have to walk several kms to collect these resources. This causes **serious health problems for women and negligence of home and children because of the increased hours of work, which often has serious social implications**. The **indirect impact of degradation such as severe drought or deforestation-induced** floods, etc. also hits the poor the hardest. **Poverty in these cases is a direct outcome of environmental destruction**. OR any other relevant points.
	2	The response indicates factual knowledge of the issue with 2 or more examples explained
	1	The response states some basic facts without adequate explanantion or analysis of the situation.
	0	Irrelevant answer: impact not related to the destruction of forest cover.

12.2 History

12.2.1 Multiple Choice Question (MCQ)

Content Domain (Chapter Name)	Livelihoods, Economies and Societies: The Making of a Global World
Learning Outcome	Explains cause and effect relationship between phenomena, events, and their occurrence.
Content domain learning outcome	Explores **the global context of the Great Depression and the reasons for the worldwide economic collapse**.
Indicator	Explains the emergence of mass production in the post-war world in the USA (w.r.t Henry Ford and its effects).
Cognitive level	Knowing
Difficulty level	Medium
Marks	1
Time	1 minute
Item stem	Which term describes best describes the production process shown in the given picture?

	 Source: Modern Times (1936) American silent film written and directed by Charlie Chaplin	
Correct answer	Assembly line production	Key
Distractor 1	Mechanical production	Students may get distracted by the machines shown in the picture.
Distractor 2	Craft production	Students may get distracted by craft production before industrial production.
Distractor 3	Customised production	Post-Fordist production could be yet another distraction.

12.2.2 Constructed Response Question

Content Domain (Chapter Name)	Livelihoods, Economies and Societies: The Age of Industrialisation
Learning Outcome	Interprets texts and symbols, cartoons, photographs, posters newspaper clippings related to socio-political issues.
Content domain learning outcome	Interprets sources/visuals from the textbook to understand how **the abundance of labour in the market affected the lives of the workers**.
Indicator	Interprets sources/visuals from the textbook to understand how the abundance of labour in the market affected the lives of the workers.
Cognitive level	Applying
Difficulty level	High
Marks	5
Time	5 minutes
Item stem	Observe the paintings of Samuel Luke and William Bell Scott and answer the questions given below (In lieu of visuals the description of the paintings can be used). **Source I** Houseless and Hungry, painting by Samuel Luke Fildes, 1874 This painting shows the homeless in London applying for tickets to stay overnight in a workhouse. These shelters were maintained under the supervision of the Poor Law Commissioners for the 'destitute, wayfarers, wanderers and foundling'. Staying in these workhouses was a humiliating experience: everyone was subjected to a medical

examination to see whether they were carrying disease, their bodies were cleansed, and their clothes purified. They had to also do hard labour.
Houseless and Hungry, painting by Samuel Luke Flides, 1874.

Source 2

William Bell Scott

Many artists from the late nineteenth century began idealising workers: they were shown suffering hardship and pain for the cause of the nation
Workers in an ironworks, north-east England- painting by William Bell Scott, 1861

a) Write two issues that the sources and the pictures convey to you. (2)
b) What could have been the possible inspiration behind Samuel Luke's and William Bell Scott's work? (2)
c) What kind of continuity do you find today with the above sources/paintings? (Inter-disciplinary and skill of historical thinking) (1)

Marking scheme: This question aims to gauge students' abilities to interpret the sources of history, in this case, paintings of the lives of the workers during the Industrial Revolution in Britain.

Part	Marks	Answer
	5	The response contains an accurate and detailed interpretation of the sources of history; a completeness of facts without any inaccuracies; and a well-justified argument for continuity and change.

		a) Issues conveyed by the picture • Fildes: Homelessness and destitution, overcrowding and squalor of cities, migration of entire families to cities • William Bell Scott: Hard manual in industries b) Inspiration behind Fildes' and Bell Scott's paintings: • Ability to draw out the differences between the two paintings: one depicting the poverty, hardships, and humiliations suffered by industrial workers (Fildes), the other glorifying workers performing hard manual labour for the cause of the nation (Bell Scott). • Fildes: ○ As the news of possible jobs travelled to the countryside, hundreds tramped to the cities. ○ Hardship and pain with the coming of the industries. ○ Many jobseekers had to wait weeks spending nights under bridges or night shelters. ○ Deplorable, unhygienic, congested living spaces. • Bell Scott: ○ Workers working in an iron industry ○ The effects of the Industrial Revolution on the society encouraged the workers to work in the industries, their hardship was glorified c) Continuity between the paintings and the present day: • Migration still continues to happen from rural to urban areas • Migrant workers still face issues like: ○ Homelessness and lack of shelter ○ Urban poverty ○ Lack of job security ○ Lack of access to healthcare, sanitation, and public services.
	4	The response contains an accurate but not detailed interpretation of historical sources; contains most of the relevant facts; but could have stronger justification for arguments about continuity and change. Answers any four points from the exemplar answer above.
	3	The response contains a superficial interpretation of historical sources/ assumptions; lacks some relevant facts; lacks justification for arguments about continuity and change. Answers any three points from the exemplar answer above.
	2	The response describes but does not interpret the historical sources; lacks some relevant facts; lacks justification for arguments about continuity and change. Answers any two points from the exemplar above.

	1	The response contains errors in interpretation of historical sources; lacks most of the relevant facts; and does not provide any arguments/provides poor arguments about continuity and change. Answers only one point from the exemplar above.
	0	Irrelevant answer: does not use the sources to respond to the answer.

12.3 Political Science

12.3.1 Multiple Choice Question (MCQ)

Content Domain (Chapter Name)	Political Parties
Learning Outcome	Explains cause and effect relationship between phenomena, events, and their occurrence.
Content domain learning outcome	Explains **cause and effect relationship between phenomena, events, and their occurrence to examine the nature and working of political parties**.
Indicator	Defines the functions of a political party.
Cognitive level	Knowing
Difficulty level	Medium
Marks	1
Time	2 minutes
Item stem	Match the functions of the political parties in Column A to their impact on society in Column B.

	<table><tr><th>Column A</th><th>Column B</th></tr><tr><td>A. Puts forward policies and programmes</td><td>i. Responsive to people's needs and demands</td></tr><tr><td>B. Play a decisive role in making laws for a country</td><td>ii. Reduces many opinions to a few basic positions</td></tr><tr><td>C. They shape public opinion by raising issues.</td><td>iii. The laws are debated and passed in the legislature</td></tr><tr><td>D. Provide access to government welfare schemes</td><td>iv. Societal views crystallise on the lines parties take</td></tr></table> Choose the correct option from below: 1. A-i; B-ii; C-iii; D-iv 2. A-iii; B-iv; C-i; D-ii 3. A-iv; B-i; C-ii; D-iii 4. A-ii; B-iii; C-iv; D-i
Correct answer	4
Distractor 1	1
Distractor 2	2
Distractor 3	3

Content Domain (Chapter Name)	Constitutional Design Class IX
Learning Outcome	Analyses and evaluates information.
Content domain learning outcome	Analyses and evaluates information regarding **what constitutes the core philosophy of the Indian Constitution**.
Indicator	Explains key phrases and terms in the preamble in the context of Indian democracy such as: We the people of India, sovereign, socialist, secular, democratic republic, justice, liberty, equality, fraternity.

Cognitive level	Reasoning	
Difficulty level	Easy	
Marks	1	
Time	1 minute	
Item stem	**Statement (S)**: The Preamble is the soul of the Indian Constitution. **Reason (R)**: It sets the national goals of justice, equality, liberty, and fraternity for all.	
Correct answer	S is true and R is the reason for S.	
Distractor 1	S is true while R is false.	Identify the relationship between the preamble and its core values
Distractor 2	S is false while R is true.	
Distractor 3	S is true but R is not the reason for S.	

Content Domain (Chapter Name)	Electoral Politics Class IX
Learning Outcome	Explains cause and effect relationship between phenomena, events, and their occurrence.
Content domain learning outcome	Describes **the stages of elections in a democracy**.
Indicator	Describes the process of voting, counting, polling officers and the role of voting agents.
Cognitive level	Knowing
Difficulty level	Easy
Marks	1
Time	1 minute
Item stem	Read the stages of elections in India given below.

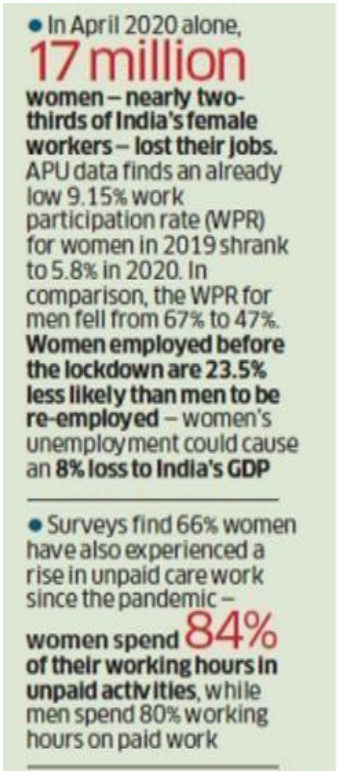
	1. Formation of Constituencies 2. Polling Personnel and Polling 3. Filling of and scrutiny of Nominations 4. Election Campaign 5. Election Expenses and Election Disputes 6. Counting of Votes and Declaration of Results Choose the correct sequence from the given options. a. 1, 2, 3, 4, 5, 6 b. 1, 3, 5, 2, 4, 6 c. 1, 3, 4, 2, 6, 5 d. 1, 4, 2, 3, 5, 6	
Correct answer	c. 1, 3, 4, 2, 6, 5	
Distractor 1	a. 1, 2, 3, 4, 5, 6	Addressing misconceptions about the stages of elections Correct sequence 1. Formation of Constituencies 2. Filling of and scrutiny of Nominations 3. Election Campaign 4. Polling Personnel and Polling 5. Counting of Votes and Declaration of Results 6. Election Expenses and Election Disputes
Distractor 2	b. 1, 3, 5, 2, 4, 6	
Distractor 3	d. 1, 4, 2, 3, 5, 6	

Content Domain (Chapter Name)	**Democratic Rights** Class IX
Learning Outcome	Shows sensitivity and appreciation skills.
Content domain learning outcome	Shows sensitivity and appreciation of **the concept of social justice in the Constitution**.

Indicator	Explains with reference to current cases and examples, why untouchability goes against the spirit of humanity, democracy, and the Constitution.	
Cognitive level	Applying	
Difficulty level	Medium	
Marks	1	
Time	1 minute	
Item stem	**Statement (S)**: Article 17 of the Constitution of India states that Untouchability is abolished and its practice in any form is forbidden. The enforcement of any disability arising out of Untouchability shall be an offence punishable in accordance with the law. **Reason (R)**: Untouchability is the practise of ostracising a group of people regarded as 'untouchables' in the Indian caste hierarchy, leading to their exclusion, segregation, and persecution going against the principles of the Constitution. Choose the correct option. a. S is true and R is the reason for S. b. S is true while R is false. c. S is false while R is true. d. S is true but R is not the reason for S.	
Correct answer	S is true and R is the reason for S.	
Distractor 1	S is true while R is false.	If the student can relate to the relationship between a fundamental right and the reason why it is there in the Constitution
Distractor 2	S is false while R is true.	
Distractor 3	S is true but R is not the reason for S.	

12.3.2 Constructed Response Questions

Content Domain (Chapter Name)	Gender, Religion and Caste
Learning Outcome	Analyses and evaluates information.
Content domain learning outcome	Analyses and evaluates information about **practice of democracy in India through the lens of social differences, social divisions, and inequalities (based on gender, religion and caste)**.
Indicator	Evaluates the impact of holding ideas of discrimination in a democratic country such as India.
Cognitive level	Reasoning
Difficulty level	High
Marks	5
Time	3 minutes
Item stem	The pandemic lockdowns and decline in economic activity have affected different social groups differently. During this period unequal burdens of housework and care work were imposed on men and women everywhere. In some societies, like India, it has been disproportionately more, where women spend more time on domestic chores and care work. This led to a sharper gender gap in domestic unpaid work as women spent more time in this activity. Examine the Infographic given below in this light. Analyse the underlying reasons for this data in the context of challenges to women's right to be recognised as equal citizens.

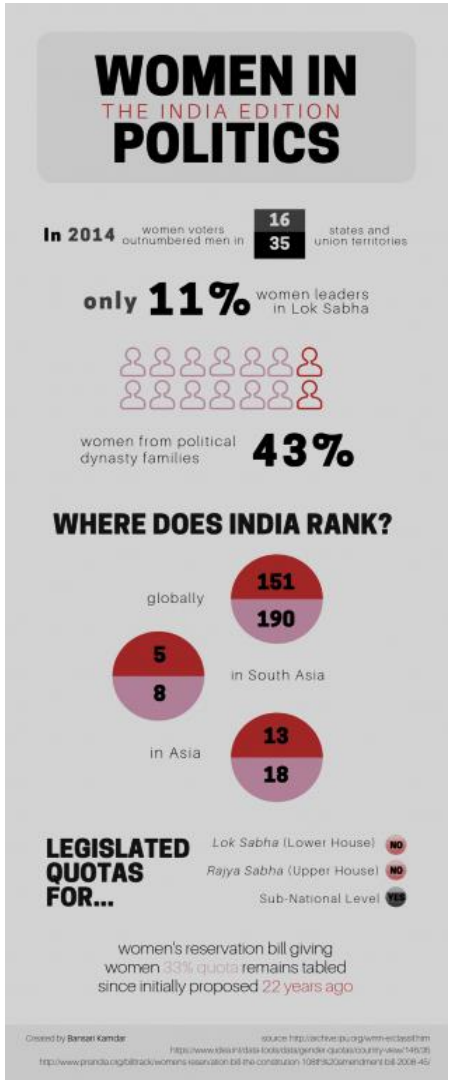


Source: ILO, Forbes, World Bank, Oxfam, APU, WEF

Marking scheme		
Part	***Marks***	***Answer***
	½ x 6 = 3	The response reflects a comprehensive analysis of the prompt with specific examples of how various societies/individuals have been impacted. Some illustrative arguments provided could be: 1. The underlying reasons for this data on women lie in the concept of patriarchy which hinders a woman's right to be recognised as an equal citizen. 2. Women face disadvantage, discrimination, and oppression in various ways as the concept of patriarchy values men more and gives them power over women.

		3. Patriarchy drives the sexual division of labour, a system in which all work inside the home is either done by the women of the family or organised by them through the domestic helpers. 4. Patriarchy conditions men to think that it is for women to attend to household work. Men only do such jobs when they are paid for them. 5. The proportion of women in the highly paid and valued jobs is small. 6. On average, a woman in India works one hour more than an average man every day. Yet much of her work is not paid and therefore often not valued despite the Equal Remuneration Act, 1976, which provides that equal wages should be paid to equal work.
	2	The response indicates factual knowledge of the issue with two or more pointers explained. The infographic shows: 1. the loss in employment, its impact on GDP and 2. the increase in women's unpaid work during the time of the pandemic in comparison to men.
	1	The response states only one fact without adequate explanantion or analysis of the situation.
	0	Irrelevant answers: not related to the infographic.

Content Domain (Chapter Name)	Power Sharing Class X
Learning Outcome	Identifies assumptions, biases, prejudices or stereotypes about various aspects.
Content domain learning outcome	Identifies assumptions, biases, prejudices, or stereotypes about **socially disadvantaged groups**.
Indicator	Identifies the basis for assumptions, biases, prejudices or stereotypes about women, religious groups and caste from newspaper clippings, advertisements, books, and films.
Cognitive level	Reasoning
Difficulty level	Medium
Marks	3
Time	5 minutes

Item stem	Read the given infographic and information in the box below. 

	There are several government campaigns regarding the girl child in India. Some of these are: a. Save the Girl Child, b. Beti Bachao Beti Padhao, c. Sukanya Samriddhi Yojana d. CBSE Udaan Scheme e. Free or subsidized education for girl child, f. Reservation for women in colleges and universities 1. What inference can you draw from the infographic on women's political representation vis a vis India? 2. Why do you think women remain underrepresented in state and national decision-making bodies? 3. What assumptions and biases about women have led the government to institute the campaigns mentioned above?

Marking scheme

Part	***Marks***	***Answer***
	3	The response reflects a comprehensive analysis of the prompt with specific examples of how various societies/individuals have been impacted. Some illustrative arguments provided could be: a. There is an increase in the number of women voters and their participation in Indian elections. According to the data from 2014, the female voter turnout was higher than male turnout in 16 states and union territories out of 35. However, only 11 per cent of Lok Sabha members were women. Of these 43 per cent belonged to families with political backgrounds. b. Article 14 guarantees equality before the law as well as equal protection of the law to all people within the territory of India. Women face social and gender biases and assumptions about their ability and capability to decide, lead and contribute to society due to a patriarchal mindset in families and communities. c. These have led the government to run campaigns to fight these biases that lead to female infanticide, poor nutrition, bias against educating girls, early marriage etc. Government campaigns in the form of financial and educational subsidies, and deterrent laws focus on shifting societal mindsets.
	2	The response indicates factual knowledge of the issue with two or more pointers explained.
	1	The response states some basic facts without adequate explanantion or analysis of the prompt.

	0	Irrelevant answer

Content Domain (Chapter Name)	Federalism Class X
Learning Outcome	Demonstrates inquisitiveness, enquiry.
Content domain learning outcome	Demonstrates inquisitiveness regarding l**anguage.**
Indicator	Enquires into the historical and political reasons for India having 22 official languages and not a national language.
Cognitive level	Reasoning
Difficulty level	Medium
Marks	3
Time	5 minutes

<table>
<tr><td>Item stem</td><td colspan="2">A note on the issue: Saving nearly lost languages

“Language is not just a collection of words with which to communicate but also a powerful tool, even an archive, of memory.

“Nearly 200 languages in India are endangered—children no longer speak them or even the elders remember only scattered words and phrases. With the loss of a language, everything from a particular way of life to traditional wisdom disappears… Most people remember the death of Andaman’s Bo language with the passing of its last speaker, Boa Sr, over a decade ago. Lesser known is the danger to the many languages of the North-East and central India that are rapidly losing out to migration, government policy, homogenization, and domination by the dialects of trade and livelihood.

“(As) African-American novelist Toni Morrison said in her Nobel Prize lecture in 1993: “We die. That may be the meaning of life. But we do language. That may be the measure of our lives.” Essentially, until we talk about it, until we say it, in words of our own choosing, does an experience become real? It’s one among the countless reasons to safeguard the diversity and languages of the many dialects in India.”

Read the article excerpt in the box.

1. What do languages preserve?
2. What were the reasons that the Constitution of India chose to adopt 22 official languages instead of a single national language? How has this helped preserve the pluralistic nature of India?</td></tr>
<tr><td colspan="3">Marking scheme</td></tr>
<tr><td>Part</td><td>Marks</td><td>Answer</td></tr>
<tr><td></td><td>3</td><td>The response reflects a comprehensive analysis of the prompt with specific examples of how various societies/individuals have been impacted.
Some illustrative arguments provided could be:
a. Languages preserve the memory, a way of life and traditional wisdom and culture.
b. The Constitution through its provisions emphasises equal status for its citizens who have distinct identities of religion, culture and language.</td></tr>
</table>

		c. India has over 1500 languages, of which six are classical languages. d. To include and preserve the diversity of Indian languages and to continue the spirit of federalism, it was decided to identify 22 languages as official languages by the Constitution. e. While the official languages of India for communication with the centre will be Hindi and English, the 22 official languages emphasise the linguistic pluralism of India. f. All state legislatures by law can adopt one or more languages, Hindi, or English as the official language of that State.
	2	The response indicates factual knowledge of the issue with four or more of the above pointers provided.
	1	The response states some basic facts without adequate explanantion or analysis of the prompt.
	0	Irrelevant answer

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