

# 76G9`7`Ugg`10 Social Science Learning Outcomes`&\$&%1&&

Class X

| Suggested Pedagogical Processes  | Learning Outcomes   |
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| <p>The learners may be provided with opportunities individually or in groups and encouraged to—</p> <ul style="list-style-type: none"> <li>collect different soil samples from the surroundings; recognise them with the help of their colour, texture, and composition; relate them with the geographical areas of India shown on the map; study the process of formation of these soils.</li> <li>locate them on different types of maps of India such as, political, physical and outline map, wall map, and atlas; list and label places or areas where different agricultural crops, minerals, etc., are produced.</li> <li>use tactile maps for students with visual impairments.</li> <li>find the meaning of resources, subsistence agriculture, plantation, etc., from any dictionary of Geography.</li> <li>read different sources and discover the course of the Indian national movement till India's independence.</li> </ul> | <p>The learner—</p> <ul style="list-style-type: none"> <li><b>recognises and retrieves facts, figures, and narrate, processes, for example,</b> <ul style="list-style-type: none"> <li>identifies different types of soil, minerals, renewable and non-renewable energy resources, etc.</li> <li>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.</li> <li>defines important terms in Geography such as, resource, renewable and non-renewable resources, subsistence agriculture, plantation, shifting agriculture, environmental protection, and environmental sustainability.</li> <li>defines basic Economic terms associated with economic development such as, human capital, sustainable development, gross domestic product, gross value added, per capita income, human development index, multinational</li> </ul> </li> </ul> |

- get familiarised with the concepts of nation and nationalism.
- acquaint with the writings and ideals of different social, political groups and individuals.
- collect the details of social groups which joined the Non-Cooperation Movement of 1921.
- draw a timeline on significant events of India's national movement.
- collect the details of major languages of India and the number of persons who speak those languages from the latest reports of Census of India and discuss.
- read the Indian Constitution and discuss various parts in it.
- collect a variety of resources, for example, forests, water, minerals, etc., and use a variety of criteria to group and display in the class.
- relate different cropping patterns in India and their impact on economic development and discuss in the class.
- use internet to study interactive thematic maps, for example, agriculture, minerals, energy, industry, etc., on School Bhuvan NCERT portal.
- discuss the relationship or difference between European nationalism and anti-colonial nationalisms.
- discuss industrialisation in the imperial country and in a colony.
- study globalisation in different contexts.
- find out about the anti-colonial movement in any one country in South America and compare with India's national movement based on certain parameters.
- collect the details of how globalisation is experienced differently by different social groups using goods and services used by people in their daily lives such as 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
- **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,

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| <p>as, television, mobile phones, home appliances, etc., and discuss.</p> <ul style="list-style-type: none"> <li>• study different types of governments in the world—democratic, communist, theocratic, military dictatorships, etc. Within democracies, various forms of governments, such as, federal and unitary, republican and monarchy, etc., can also be studied.</li> <li>• read the functioning of state governments ruled by different parties or coalitions; examine their specific features such as, slogans, agenda, symbols, and characteristics of their leaders.</li> <li>• study the distinctive features of different political parties.</li> <li>• collect the economic details of states and countries. For example, based on the human development index, they can classify a few countries. They can also group or categorise countries on the basis of Gross Domestic Product (states on the basis of state domestic product), life expectancy, and infant mortality rates, etc.</li> <li>• collect the details of economic activities, jobs, and occupations in their neighbourhood and group them using a few criteria, for example, organised and unorganised, formal and informal, primary-secondary-tertiary, etc.</li> <li>• collect data on sources of credit from their neighbourhood—from where people borrow and group them into formal and informal.</li> <li>• overlay thematic layers of maps on School Bhuvan NCERT portal, for example, distribution of rice in India and overlay layers of soils, annual rainfall, relief features and swipe these layers to establish cause and effect relationship.</li> <li>• classify different types of industries based on raw materials, locate them on</li> </ul> | <p>secularist, feminist, casteist, communalist, etc.</p> <ul style="list-style-type: none"> <li>• <b>explains cause and effect relationship between phenomena, events, and their occurrence, for example,</b> <ul style="list-style-type: none"> <li>○ explains factors responsible for production of different crops in India.</li> <li>○ explains industries and their impact on environment.</li> </ul> </li> </ul> |
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the map and relate them with pollution in nearby areas.

- find out about the changes in print technology in the last 100 years. Discuss the changes, why they have taken place and their consequences.
- read various provisions of the Indian Constitution as causes, and the resulting political scenario as its effects. For example, the independent status of the judiciary effected in smooth functioning of federalism.
- discuss (a) why a large section of India's population depend on primary sector; (b) what contributed to rapid increase in service sector output.
- conduct a survey among neighbourhood, households and collect the reasons for their dependence on formal or informal sources of credit. Teachers can then organise debate on whether or not banks contribute to needy borrowers living in rural areas in the class.
- collect stories of communities involved in environmental conservation from different parts of India and study them from geographical perspective.
- collect and discuss the details of people's participation in environmental conservation movements and their impact on socio-cultural life of the region for example, Chipko and Appiko Movements.
- collect data from Economic Survey of India, newspaper, magazines related to gross domestic product, per capita income, availability of credit for various households, land use, cropping pattern and distribution of minerals in India, production of cereals for different years and convert them into pie or bar graphs and study the pattern and display in the class.

- 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.

• **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.
- evaluates various suggestions to reform democracy in India.
- analyses texts and visuals such as, how symbols of nationalism in countries outside Europe are different from European symbols.
- assesses the impact of MNREGA, role of banks as a source of credit.
- assesses the impact of globalisation in their area, region, and local economy.
- analyses the contribution of different sectors to output and employment.

- familiarise with pictures, photographs, cartoons, extracts from a variety of original sources—eye witness accounts, travel literature, newspapers or journals, statements of leaders, official reports, terms of treaties, declarations by parties, and in some cases contemporary stories, autobiographies, diaries, popular literature, oral traditions, etc., to understand and reconstruct histories of important historical events and issues of India and contemporary world.
- observe and read different types of historical sources; think of what they communicate, and why a thing is represented in a particular way. Raise questions on different aspects of pictures and extracts to allow a critical engagement with these, i.e., visuals of cloth labels from Manchester and India; carefully observe these and answer questions like: What do they see in these pictures? What information do they get from these labels? Why are images of gods and goddesses or important figures shown in these labels? Did British and Indian industrialists use these figures for the same purpose? What are the similarities or differences between these two labels?
- study and discuss different perspectives on diversification of print and printing techniques; visit to a printing press to understand the changes in printing technology.
- critically examine the implementation of government schemes based on learners or their family's experiences such as, Mid-day meal scheme, loan waiver schemes for farmers; scholarships through cash transfer to students; schemes to provide liquid

petroleum gas to low income families: life insurance scheme for low income families/scheme of financial support for house construction, MUDRA, etc. They may be guided to supplement with data/news clippings as evidences.

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

- **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

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



or local problems? How can globalisation potentially contribute to better environment?

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



modern development associated with progress, has led to problems. Think of areas related to environmental issues, nuclear weapons or disease

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

- marginalised and differently abled groups
- globalisation and industrialisation
- the notion of progress and modernity

• **demonstrates inquisitiveness, enquiry, for example, pose questions related to the—**

- 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.

different climatic areas and prepare a report or chart.

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

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

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

nationalists in different fields such as, literature, transportation and industries.

- **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.

available local examples apart from the relevant lessons in the textbook, to teach sensitivity and peaceful resolution of contentious issues.

- participate in role play on (a) challenges faced by low income families, disabled/elderly persons, people suffering from pollution; (b) different ways through which consumers are denied their rights and challenges faced by them to get their grievances addressed.
- discuss the impact of wars and conflicts on daily lives of people including schooling in different Indian states.
- collect details of countries in which wars and conflicts took place recently and organise discussion on the impacts.

### **Suggested Pedagogical Processes in an Inclusive Setup**

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

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

- Highlight or underline the key points and words.
- Use visual or graphic organisers like timelines (especially for explaining chronology of events), flow charts, posters, etc.
- Organise group work involving activities like cut and paste, and make use of pictorial displays, models, pictures, posters, flash cards or any visual items to illustrate the facts and concepts.
- Plan occasions with real life experiences.
- Use films or documentaries and videos.
- Use magazines, scrapbooks and newspapers, etc., to help learners understand the textual material.
- Draw links with what has been taught earlier.
- Make use of multisensory inputs.
- All examples given with pictures in the textbook can be narrated (using flash cards, if required).
- While teaching the chapters, use graphic organisers, timelines and tables as this will make the task simpler.
- Maps should be enlarged and colour coded.
- The text, along with pictures, can be enlarged, made into picture cards and presented sequentially as a story. Sequencing makes it easier to connect information.
- Asking relevant questions frequently to check how much the learner has learnt as it helps in assimilating information.
- Teach and evaluate in different ways, for example, through dramatisation, field trips, real life examples, project work, etc.
- Highlight all the important phrases and information.
- Pictures may be labelled and captioned.