

# 76G97`Ugg` - Social Science Learning Outcomes`&\$&%!&&

## Learning Outcomes by NCERT

### Introduction

The domain of Social Science forms an important part of general education. At the secondary stage, social science includes diverse concerns of society and encompasses a wide range of contents drawn from the disciplines of history, geography, economics, and political science. The contents of the subject area include a broad understanding of human interactions with natural and social environment across time, space, and institutions. It is necessary to recognise that Social Science lead students to methods of scientific enquiry, which are distinct from the natural and physical sciences. Social Science curriculum promotes human values namely, freedom, trust and respect for diversity. Social Science education provides opportunities for children to critically reflect on social issues having a bearing on individual and social well-being. This subject also inculcates other values such as, empathy, equality, liberty, justice, fraternity, dignity, and harmony.

Every discipline in Social Science has its own method of investigation for arriving at conclusions through understanding, analysing, evaluating, and applying a logical and rational approach to understand the cause and effect relationship of events, processes, and phenomena.

For an enabling curriculum in Social Science, certain themes which facilitate interdisciplinary thinking are included. Social Science provides ample scope of enquiry by raising questions like what, where, when, how, etc., that help learners acquire an integrated perspective within as well as across subjects, thereby strengthening the interdisciplinary approaches. To take an example, themes like agriculture, development, disaster, etc., can be studied from the perspective of History, Geography, Economics, and Political Science.

Social Science sensitizes learners to appreciate the rich and diverse cultural heritage of the country. Learners take pride in valuing the contributions made by known and less known individuals and events in India's struggle for independence. Social Science helps learners to recognise the importance of sustainable development with an emphasis on preservation and conservation of our natural resources and to meet challenges related to social problems and natural calamities. Social Science helps in understanding the importance of resources, their equitable distribution and utilisation to achieve economic growth. Social Science inculcates democratic principles, citizenship values, rights, and duties from local, national, and global perspectives. Building conflict resolution skills and strengthening peace building processes are other focus areas. These help to promote

sensitivity and empathy towards gender, marginalised sections such as, SCs, STs, and persons with special needs.

## Curricular Expectations

At this stage learners are expected to:

- recognise the relevance of the domain of knowledge in establishing interlinkages with natural and social environment;
- classify and compare the cause and effect relationship in the context of occurrence of events, natural and social processes and their impact on different sections of the society;
- explain concepts like unity in diversity, democracy, development, diverse factors and forces that enrich our cultural heritage;
- discuss the need to evolve plurality of approaches in understanding natural and social phenomena;
- demonstrate a variety of approaches on integration and interrelation within and across disciplines;
- identify spatial variability of events, processes, and phenomena in the contemporary world;
- identify democratic ethos, equity, mutual respect, equality, justice, and harmony;
- demonstrate skills of observation, enquiry, reflection, empathy, communication, and critical thinking;
- create awareness and sensitivity towards environmental issues, sustainable development, gender disparities, marginalised section of the society and persons with special needs; and
- illustrate concepts related to different subjects with the help of technology.

The Social Science learning outcomes for Classes IX and X each are broadly grouped into 12 broader areas. Each area (given in bold letters) deals with a similar set of competencies and includes a few learning outcomes linking the contents on the basis of the nature of Social Science. Some learning outcomes appear commonly in both Classes IX and X. Teachers can work with these using different examples. These are developed keeping in view their importance and contents in different social sciences. The concepts, historical events, places, names, and dates are used to exemplify the learning outcomes. They can be changed by the states depending on their Social Science syllabus.

### Class IX

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learners may be provided with opportunities individually or in groups and encouraged to—</b></p> <ul style="list-style-type: none"> <li>• observe political map of India or on School Bhuvan portal NCERT, mark with reference to location, extent, shape, size, etc., of States and UTs.</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></li> </ul>

- discuss and verify the information about the States and UTs from other sources, like the website of other states, textbooks, atlas, models, etc.
- engage in projects to collect information about States and UTs in terms of languages, food, dress, cultural traditions, etc.
- select the works of eminent thinkers like Jean-Paul Marat, Jean Jacques Rousseau, etc., and study the influence of their works on the outbreak of the French Revolution.
- take part in discussion of the important political terms and concepts, such as, martial law, coup, veto, and referendum to recognise democracy as well as dictatorship.
- discuss the details of: (a) the time when universal adult franchise was first provided to the citizens and (b) how the end of colonialism took place.
- collect information and discuss the process of the making of the Indian Constitution.
- collect the details of different factors of production like land, capital, and human resources from their surroundings.
- visit a nearby ration shop, collect and compare the prices of items available with the local market and discuss the reasons for the differences.
- analyse the role of cooperatives in food security.
- explore various resources including the e-content on poverty, food security, human resource development, etc.
- discuss how poverty line is estimated especially from the view point of social scientists.
- gather information about physical, features in their surroundings and discuss about these features with peers; visuals related
  - 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.
- **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;

to other physiographic divisions may be shown and their features may be explained to them.

- show different physiographic divisions and data to look out for the similarities and differences.
- use tactile maps and models to classify physical features of India.
- collate the views from different secondary sources of Desmoulins and Robespierre to know how each one of them understands the use of state force. What does Robespierre mean by 'the war of liberty against tyranny?' How does Desmoulins perceive liberty?
- gather information about Constitutional Monarchy of France from different sources.
- discuss different monarchies of contemporary times like United Kingdom, Saudi Arabia, and Bhutan.
- develop timeline on significant events related to the outbreak of the French and Russian Revolutions. In connection with France, some events that can be displayed in the timeline are— Constitutional Monarchy, Declaration of Rights of Man, on becoming a Republic and the Reign of Terror. The students can add more information in this timeline on the French Revolution.
- study features of different types of government and discuss.
- design a group project on social exclusion as well as poverty.
- interview vendors selling vegetables, newspaper; milkman, laundress (atleast 10 people). They may be guided to develop simple questions and draw inference from information collected in the survey.
- explore various rivers, find details of their origin, course of river, major cities,

- 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.

- **explains cause and effect relationship between phenomena,**

industries on the banks of a river; discuss how river affects the lives of people in cities leading to pollution of rivers.

- work on group projects in which they can collect information from various sources, such as, books, magazines, newspapers, internet, elders, and plot the river and associated findings on a map and prepare a report.
- work with tactile maps particularly by the children with special needs (CWSN).
- identify social, economic, and political causes that led to the Russian Revolution in 1905; use a variety of teaching aids like a flow chart, powerpoint presentation, newspaper clippings, etc., belonging to that period (1905).
- locate the places of French and Russian Revolutions on an outline map of the world.
- participate in a discussion on the fall of Monarchy in February 1917, workers, strike, refusal of peasants to pay rent and activities of different political parties such as, Liberals, Social Democrats, and Social Revolutionaries.
- discussion may be initiated on the concepts of revolution and social change.
- elucidate the idea that some revolutions like the French and Russian were results of bloodshed.
- discuss peaceful revolutions, such as, industrial revolution; Green, White and Blue revolutions in India.
- collect current statements from media and from other sources and discuss the measure of success of democracy.
- collect and discuss information about democratic countries of the world and their history of establishment, conditions under which those governments got established.
- discuss democracy as a government of the people, by the people, and for the people

**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.

by engaging with some examples. discussion may be held on the newspaper clipping or the teacher may provide data from government report on poverty, food security, etc.

- familiarise with major climatic controls- latitude, altitude, pressure and wind systems, and distance from the sea and discuss how they affect the climate of various geographical regions.
- discuss how the climate of hilly regions is significantly different from the plains.
- look for and use a variety of primary and secondary sources, such as, written records, oral accounts to investigate themes like factors responsible for deforestation in the past in different regions of the world including India during the colonial rule.
- discuss different Forest Acts in India — Forest Act of 1865, its amendment in 1878 and 1927 and its impact on forest dwellers and the village community.
- collect visuals, newspaper clippings, posters, leaflets, videos, memorabilia, writings, albums, and speeches of Hitler on the rise of Nazism and discuss how Nazism led to the genocidal war that resulted in the killing of innocent civilians like the Jews, Gypsies, and Polish.
- organise mock Parliaments and court proceedings in which various democratic rights can be the subject.
- show visuals associated with famines and present OMT (one minute talk).
- correlate different maps, for example, physical features and drainage, physical features and population.
- opportunities may be provided to explore and overlay various maps on School Bhuvan NCERT portal.
- use atlas maps for understanding various concepts.

- **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 health care facilities.

- **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

- demonstrate skills of locating places associated with different revolutions like French and Russian.
  - explain the changes of geographical boundaries of places in the past and present and the reasons that have led to it. You may link this with the theme in the syllabus or textbooks.
  - study various symbols that depict roads, railways, buildings, monuments, rivers, etc., on an outline map of India and the world. This may be used as per the theme under study.
  - interpret information from an orthophotomap and compare it with reality.
  - use India's political map to demarcate states and parliamentary constituencies.
  - use India's map of the states to identify and colour the following: (i) high and low poverty (ii) levels of literacy (iii) production of food grains and interpret in terms of reasons for the above differences amongst the states.
  - choose photographs of persons engaged in different occupations in rural and urban areas and categorise into three sectors of the economy.
  - compile data from their surroundings and Government reports on (i) unemployment existing in urban and rural areas (ii) poverty existing in different states.
  - use tables to represent data on literacy rates, production of food grains and food in security with respect to population and interpret them in terms of well-being of the masses.
  - construct and convert tables into bar and pie diagrams.
  - explain from the newspaper clippings or the teacher may provide data from Government report on poverty, food security, social exclusion and vulnerability, their causes and impact on the society.
- 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

- develop bar/pie diagrams and also be able to plot the data in the diagram, e.g., population data, natural vegetation, etc.
  - correlate topics with other disciplines ,for example, how various passes in the north and seaports in the south have provided passages to the travellers and how these passages have contributed in the exchange of ideas and commodities since ancient times.
  - discuss on deforestation in the colonial period and their impact on lives of forest dwellers; link deforestation with geographical aspects, such as, the extent of land covered under forest in the colonial and contemporary times.
  - discuss how the Forest Acts in the past and in the present influence various tribal communities including women.
  - study a few political developments and government decisions and look at them from the point of view of geographical importance and electoral constituencies.
  - read the history of democratic movements in various countries by underlining the geopolitical importance of countries.
  - study historical events of 1940s and the making of the Constitution of India during 1946–49.
  - focus on the issues of land and agriculture as part of the resources in geography with topics such as, factors of production and food security as a component of agriculture.
  - see linkages with political dimensions to highlight citizens, rights in a democracy and human beings as an asset for the economy.
  - show movies and documentaries such as, 3 Shades, Mirch Masala, Manthan and link them with low income and poverty which can then be followed by discussion in classroom on conflict between economic
- **draws inter linkages 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.

development and environmental conservation.

- read the National Population Policy 2000, and discuss its content related to adolescence.
- use historical sources to comprehend the difference between fact and fiction when they read the literary works of different authors.
- assess novels, biography, and poems composed at different points of our historical past.
- use pictures, cartoons, and newspaper clippings to find out and discuss assumptions, biases, and prejudices of various people. Teachers may guide learners to recognise the difference between facts and opinions using illustrative examples from socio, political, and economic aspects.
- explore and construct the holistic picture of the period under study using other sources such as, archaeological remains, official records, and oral accounts. Discussion may be initiated on the following questions:
  - What is the source about?
  - Who is the author?
  - What message can be extracted?
  - Is it relevant/useful?
  - Does it explain the event in totality?
- develop understanding that historical recorders are not free from subjectivity.
- dramatise from the examples of the French revolution on Olypede Gouges on her protest against excluding women from the Declaration of Rights of Man and Citizen, highlighting the bias that existed in this historic document.
- watch and note down the statements of politicians appearing regularly on TV or the newspaper articles on various issues and incidents. Teachers may also provide

- **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

examples, and may also take students' own views on an issue to point out assumptions, biases, prejudices, and stereotypes.

- list the details of wages paid to the males and females engaged in their area and discuss whether differences exist, if any, reasons may be provided.
- analyse different government schemes to ensure food security, employment generation, promotion of health, and education in their area.
- ask questions to understand the mechanism of monsoon for example, how do the effect of differential heating of land and water, shifting of Inter Tropical Convergence Zone (ITCZ), El Niño and jet streams influence monsoon?
- use enquiry skills to collect a variety of primary and secondary sources; recognise the difference between fact and fiction. Gather information from archaeological remains—official and oral records, print and multimedia materials, to show how the ideals of freedom, equality, liberty, and fraternity motivated political movements in France, in the rest of Europe, and in various anti-colonial struggles; projects, posters, and models can be prepared on themes drawn from them in groups and in pairs.
- collect the details on various topical, political, social, or any other local issues from different newspapers, magazines and books. Compare different views about the same issues.
- explain a particular economic problem showing vulnerability faced by the disadvantaged groups.
- analyse materials on green revolution.
- find out the details from data and experiences for example, (a) how does the relief of a place affect the population distribution?; (b) how do climatic

- **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.

- **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.

conditions of a region affect the natural vegetation of a place?

- get engaged in a role play on topics such as, Project Tiger and protection of rivers and discuss the relevance of tiger protection in India.
- record or gather (from the internet) the interviews of living legends who have experienced trials and tribulations of Nazism.
- show e-content and analyse case studies related to the quality of population.
- gather information related to weather and population, from different sources such as, daily newspapers and analyse recorded data and information.
- design a role play on the French Revolution and play the role of clergy, nobility, merchants, peasants and artisans; concluding remarks, drawing assumptions of the feelings of each class can be given by facilitators of each group.
- collect information on the famines in India, explore the causes behind the famines in the colonial period.
- discuss what would have happened if such famines reoccur in post-independent India. Also discuss the preventive measures.
- identify the factors causing a problem and decide creatively and critically to arrive at solution(s) relating to river pollution, population growth, protection of flora and fauna, etc.
- engage in a class debate on the topic— whether the use of violence for addressing different forms of human rights violation is the appropriate approach or not.
- plan and participate in extra-curricular activities, daily chores in the school, sports, cultural programmes which require problem-solving and decision-making skills.

- people as a resource.

- **extrapolates and predicts events and phenomena, for example,**

- weather
- pollution and diseases
- famine and poverty

- **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

- collect newspapers and magazines to show the impact of the concentration of resources in the hands of few.
  - illustrate the cause and impact of inequality in terms of distribution of resources between the rich and the poor.
  - participate in group projects to recognize the values of flora and fauna, disaster preparedness and waste management projects.
  - participate in activities that require conservation of environment (plants, water bodies, etc.), water disputes—interstate and across the border and promote nature-human sustainable relationship.
  - raise questions to secure healthcare, education and job security for its citizens; people from different communities be invited to make presentation on improving these issues.
  - collect and compile a variety of resources such as, films, audio visuals, and photocopy of records, private papers, and press clippings from the archives including original speeches of leaders associated with different historical events.
  - construct projects on themes like Nazism and tribal uprisings.
  - discuss the strategy of satyagraha and non-violence adopted by Gandhiji in achieving Independence of India; discuss different movements in the freedom struggle where satyagraha was adopted by the leaders to recognize the immense strength and courage it requires to internalise characteristics of satyagraha and non-violence to resolve conflicts.
  - explore and examine the published records of the lived experiences of the survivors of Holocaust.
  - study the Constitutional provisions available to improve conditions of disadvantaged groups, minorities;
- **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.

promotion of patriotism, unity of the country, equality of people, respect for all human beings, and doing one's duties, etc.

- engage in role play/short drama to highlight the problem faced by poor as well as food insecure people followed by discussion
- identify the chain of ration shops established in your nearby area to ensure the supply of essential commodities for the targeted population
- compose a short speech on gender equality and dignity for all (marginalized as well as Group with Special Needs)

