

Class VIII (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to–</p> <ul style="list-style-type: none"> • participate in classroom activities/ school programmes such as Morning Assembly/ extempore/debate etc. by being exposed to input-rich environment • speak about objects / events in the class / school environment and outside surroundings. • participate in grammar games and kinaesthetic activities for language learning. • use English news (newspaper, TV, Radio) as a resource to develop his/her listening and reading comprehension, note-taking, summarizing etc. • watch / listen to English movies, serials, educational channels with sub-titles, audio-video/ multi-media materials, for understanding and comprehension. • interview people from various professions such as doctors, writers, actors, teachers, cobblers, newspaper boy, household helps, rickshaw pullers and so on. • use formulaic expressions / instructions such as ‘Could I give you...’ ‘Shall we have a cup of tea?’ to develop communication skills • participate in individual activities such as introducing personalities/ guests during school programmes. • learn vocabulary associated with various professions and use them in different situations. • read stories / plays (from different books/ newspapers in education (NIE) / children’s section in magazines in English / Braille) and narrate them. • locate main idea, sequence of events and co-relate ideas, themes and issues in a variety of texts in English and other languages. • use various sources from English and other languages to facilitate comprehension, co-relation and critical understanding of issues. • interpret quotations, sayings and proverbs. 	<p>The learner–</p> <ul style="list-style-type: none"> • responds to instructions and announcements in school and public places viz. railway station, market, airport, cinema hall, and act accordingly. • introduces guests in English, interviews people by asking questions based on the work they do. • engages in conversations in English with people from different professions such as bank staff, railway staff, etc. using appropriate vocabulary. • uses formulaic/polite expressions to communicate such as ‘May I borrow your book?’, ‘I would like to differ’ etc. • speaks short prepared speech in morning assembly. • speaks about objects / events in the class / school environment and outside surroundings. • participates in grammar games and kinaesthetic activities for language learning. • reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them. • asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences) • participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations; • narrates stories (real or imaginary) and real life experiences in English. • interprets quotations, sayings and proverbs. • reads textual/non-textual materials in English/Braille with comprehension. • identifies details, characters, main idea and sequence of ideas and events while reading. • reads, compares, contrasts, thinks critically and relates ideas to life.

- interpret photographs/sketches, tables, charts, diagrams and maps and incorporate in writing.
- think critically, compare and contrast characters/events/ideas/themes and relate them to life and try to give opinions about issues.
- refer sources such as dictionary, thesaurus and encyclopedia for meaning in context and understanding texts.
- use grammar in context such as active and passive voice, reported speech, tenses, parts of speech, etc.
- notice punctuation marks in a variety of texts and appropriately use in editing his/her own writing.
- understand the context for various types of writing: messages, notice, letter, report, biography, travelogue, diary entry etc.
- take dictation of a passage with specific attention to words pronounced, punctuation and spelling.
- attempt various types of writing: notice, letter, report, etc as well as personal/ biographical experiences and extrapolative writings.
- use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT discussion, debate, class seminar etc.
- attempt creative writing, like stories, poems, dialogues, skits, dialogues from a story and story from dialogues.
- visit a language laboratory.
- write a Book Review.

- infers the meaning of unfamiliar words by reading them in context.
- reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc. (extensive reading)
- refers dictionary, thesaurus and encyclopedia as reference books for meaning and spelling while reading and writing.
- prepares a write up after seeking information in print / online, notice board, newspaper, etc.
- communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.)
- writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising.
- writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks.
- writes answers to textual/non-textual questions after comprehension / inference; draws character sketch, attempts extrapolative writing.
- writes email, messages, notice, formal letters, descriptions/ narratives, personal diary, report, short personal/ biographical experiences etc.
- develops a skit (dialogues from a story) and story from dialogues.
- visits a language laboratory.
- writes a Book Review.

कक्षा आठ (हिंदी)

सीखने-सिखाने की प्रक्रिया	सीखने की संप्राप्ति (Learning Outcomes)
<p>सभी शिक्षार्थियों (भिन्न रूप से सक्षम बच्चों सहित) को व्यक्तिगत, सामूहिक रूप से कार्य करने के अवसर और प्रोत्साहन दिया जाए ताकि उन्हें-</p> <ul style="list-style-type: none"> अपनी भाषा में बातचीत, चर्चा तथा विश्लेषण करने के अवसर हों। जीवन से जोड़कर विषय को समझने के अवसर हों। प्रयोग की जाने वाली भाषा की बारीकियों पर चर्चा के अवसर हों। समूह में कार्य करने और एक-दूसरे के कार्यों पर चर्चा करने, राय लेने-देने, प्रश्न करने की स्वतंत्रता हो। हिंदी के साथ-साथ अपनी भाषा की सामग्री पढ़ने-लिखने (ब्रेल/सांकेतिक रूप में भी) और उन पर बातचीत की आजादी हो। अपने परिवेश, समय और समाज से संबंधित रचनाओं को पढ़ने और उन पर चर्चा करने के अवसर हों। अपनी भाषा गढ़ते हुए लिखने संबंधी गतिविधियाँ हों, जैसे- शब्द खेल, कविता, गीत, चुटकले, पत्र आदि। सक्रिय और जागरूक बनाने वाली रचनाएँ, अखबार, पत्रिकाएँ, फ़िल्म और अन्य ऑडियो-वीडियो सामग्री को देखने, सुनने, पढ़ने और लिखकर अभिव्यक्त करने की गतिविधियाँ हों। कल्पनाशीलता और सृजनशीलता को विकसित करने वाली गतिविधियाँ, जैसे अभिनय, रोल-प्ले, कविता, पाठ, सृजनात्मक लेखन, विभिन्न स्थितियों में संवाद आदि के आयोजन हों और उनकी तैयारी से संबंधित स्क्रिप्ट लेखन और रिपोर्ट लेखन के अवसर हों। 	<p>बच्चे-</p> <ul style="list-style-type: none"> विभिन्न विषयों पर आधारित विविध प्रकार की रचनाओं को पढ़कर चर्चा करते हैं, जैसे- पाठ्यपुस्तक में किसी पक्षी के बारे में पढ़कर पक्षियों पर लिखी गई सालिम अली की किताब पढ़कर चर्चा करते हैं। हिंदी भाषा में विभिन्न प्रकार की सामग्री (समाचार, पत्र-पत्रिका, कहानी, जानकारीपरक सामग्री, इंटरनेट, ब्लॉग पर छपने वाली सामग्री आदि) को समझकर पढ़ते हैं और उसमें अपनी पसंद-नापसंद, टिप्पणी, राय, निष्कर्ष आदि को मौखिक/सांकेतिक भाषा में अभिव्यक्त करते हैं। पढ़ी गई सामग्री पर चिंतन करते हुए समझ के लिए प्रश्न पूछते हैं। अपने परिवेश में मौजूद लोककथाओं और लोकगीतों के बारे में बताते/सुनाते हैं। पढ़कर अपरिचित परिस्थितियों और घटनाओं की कल्पना करते हैं और उन पर अपने मन में बनने वाली छवियों और विचारों के बारे में मौखिक/सांकेतिक भाषा में बताते हैं। विभिन्न संवेदनशील मुद्दों/विषयों, जैसे- जाति, धर्म, रंग, जेंडर, रीति-रिवाजों के बारे में अपने मित्रों, अध्यापकों या परिवार से प्रश्न करते हैं, जैसे-अपने मोहल्ले के लोगों से त्योहार मनाने के तरीके पर बातचीत करना। किसी रचना को पढ़कर उसके सामाजिक मूल्यों पर चर्चा करते हैं। उसके कारण जानने की कोशिश करते हैं, जैसे- अपने आस-पास रहने वाले परिवारों और उनके रहन-सहन पर सोचते हुए प्रश्न करते हैं- रामू काका की बेटा स्कूल क्यों नहीं जाती? विभिन्न प्रकार की सामग्री, जैसे कहानी, कविता, लेख, रिपोर्टाज, संस्मरण, निबंध, व्यंग्य आदि को पढ़ते हुए अथवा पाठ्यवस्तु की बारीकी से जाँच करते हुए उसका अनुमान लगाते हैं, विश्लेषण करते हैं, विशेष बिंदु को खोजते हैं। पढ़ी गई सामग्री पर चिंतन करते हुए बेहतर समझ के लिए प्रश्न पूछते हैं। विभिन्न पठन सामग्रियों में प्रयुक्त शब्दों, मुहावरों, लोकोक्तियों को समझते हुए उनकी सराहना करते हैं। कहानी, कविता आदि पढ़कर लेखन के विविध तरीकों और शैलियों को पहचानते हैं, जैसे- वर्णनात्मक, विवरणात्मक, भावात्मक, प्रकृति चित्रण आदि।

- विभिन्न पठन सामग्रियों को पढ़ते हुए उनके शिल्प की सराहना करते हैं और अपने स्तरानुकूल मौखिक, लिखित, ब्रेल/सांकेतिक रूप में उसके बारे में अपने विचार व्यक्त करते हैं।
- किसी पाठ्यवस्तु को पढ़ने के दौरान समझने के लिए जरूरत पड़ने पर अपने किसी सहपाठी या शिक्षक की मदद लेकर उपयुक्त संदर्भ सामग्री, जैसे- शब्दकोश, विश्वकोश, मानचित्र, इंटरनेट या अन्य पुस्तकों की मदद लेते हैं।
- अपने पाठक और लिखने के उद्देश्य को ध्यान में रखते हुए अपनी बात को प्रभावी तरीके से लिखते हैं।
- पढ़कर अपरिचित परिस्थितियों और घटनाओं की कल्पना करते हैं और उन पर अपने मन में बनने वाली छवियों और विचारों के बारे में लिखित या ब्रेल भाषा में अभिव्यक्ति करते हैं।
- भाषा की बारीकियों/व्यवस्था का लिखित प्रयोग करते हैं, जैसे- कविता के शब्दों को बदलकर अर्थ और लय को समझना।
- विभिन्न अवसरों/संदर्भों में कही जा रही दूसरों की बातों को अपने ढंग से लिखते हैं, जैसे- स्कूल के किसी कार्यक्रम की रिपोर्ट बनाना या फिर अपने गाँव के मेले के दुकानदारों से बातचीत।
- अपने अनुभवों को अपनी भाषा शैली में लिखते हैं। लेखन के विविध तरीकों और शैलियों का प्रयोग करते हैं, जैसे- विभिन्न तरीकों से (कहानी, कविता, निबंध आदि) कोई अनुभव लिखना।
- दैनिक जीवन से अलग किसी घटना/स्थिति पर विभिन्न तरीके से सृजनात्मक ढंग से लिखते हैं, जैसे- सोशल मीडिया पर, नोटबुक पर या संपादक के नाम पत्र आदि।
- विविध कलाओं, जैसे- हस्तकला, वास्तुकला, खेती-बाड़ी, नृत्यकला और इनमें प्रयोग होने वाली भाषा (रजिस्टर) का सृजनात्मक प्रयोग करते हैं, जैसे- कला के बीज बोना, मनमोहक मुद्राएँ, रस की अनुभूति।
- अपने पाठक और लिखने के उद्देश्य को ध्यान में रखते हुए अपनी बात को प्रभावी तरीके से लिखते हैं।
- अभिव्यक्ति की विविध शैलियों/रूपों को पहचानते हैं, स्वयं लिखते हैं, जैसे- कविता, कहानी, निबंध आदि।
- पढ़कर अपरिचित परिस्थितियों और घटनाओं की कल्पना करते हैं और उन पर अपने मन में बनने वाली छवियों और विचारों के बारे में लिखित/ब्रेल भाषा में अभिव्यक्ति करते हैं।

Class VIII (Mathematics)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</p> <ul style="list-style-type: none"> • explore examples of rational numbers with all the operations and explore patterns in these operations • use generalised form of numbers upto 3 digits and uses her understanding of algebra to derive the divisibility rules for 2, 3, 4 done earlier by observing patterns on them • explore patterns in square numbers, square roots, cubes and cube roots of numbers and form rules for exponents as integer • observe situations that lead to simple equations and solve them using suitable processes • multiply two algebraic expressions and different polynomials based on previous knowledge of distributive property of numbers and generalise various algebraic identities using concrete examples • factorise algebraic expressions using relevant activities based on previous knowledge of factorising two numbers • observe contexts that involve the use of percentages like discount, profit & loss, VAT, simple and compound interest, etc. • generalise the formula of compound interests through repeated use of simple interest • observe situations where one quantity depends on the other. the quantities increase together, or in which while one increases the other decreases. For example, as the speed of a vehicle increases the time taken by it to cover the distance decreases. • measure the angles and sides of different quadrilaterals and identify patterns in the relationship among them, make hypothesis on the basis of generalisation of the patterns and later on verify through examples • verify the properties of parallelograms and apply reasoning by doing activities such as constructing parallelograms, drawing their diagonals and measuring their sides and angles 	<p>The learner —</p> <ul style="list-style-type: none"> • generalises properties of addition, subtraction, multiplication and division of rational numbers through patterns • finds out as many rational numbers as possible between two given rational numbers. • proves divisibility rules of 2, 3,4, 5, 6, 9 and 11 • finds squares, cubes and square roots and cube roots of numbers using different methods. • solves problems with integral exponents. • solves puzzles and daily life problems using variables. • multiplies algebraic expressions. • e.g expands $(2x-5)(3x+7)$. • uses various algebraic identities in solving problems of daily life • applies the concept of per cent in profit and loss situation in finding discount, VAT and compound interest. e.g., calculates discount per cent when marked price and actual discount are given or finds profit per cent when cost price and profit in a transaction are given. • Solves problems based on direct and inverse proportions • Solves problems related to angles of a quadrilateral using angle sum property • verifies properties of parallelograms and establishes the relationship between them through reasoning. • represents 3D shapes on a plane surface such as sheet of paper, black board etc. • verifies Euler's relation through pattern • constructs different quadrilaterals using compasses and straight edge. • estimates the area of shapes like trapezium and other polygons by using square grid/graph sheet and verifies using formulas. • finds the area of a polygon. • finds surface area and volume of cuboidal and cylindrical object.

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| <ul style="list-style-type: none"> • express/represent a 3-D shape into its 2-D form from their daily life like, drawing a box on a plane surface, showing bottles on paper, board or wall etc. • make nets of various shapes like cuboids, cubes, pyramids, prisms, etc. and from nets make the shapes and establish relationship among vertices, edges and surfaces • demonstrate the construction of various quadrilaterals using geometric kit • sketch the figure of trapezium and other polygons in the given graph paper and asked student to estimate their areas using counting of unit square • derive the formula for calculating area of trapezium using the areas of triangle and rectangle (square) • identify that surfaces of various 3-D objects like cubes, cuboids and cylinder • derive formulae for surface area of cubes and cuboids using the formulae for areas of rectangles, squares and circles • demonstrate to find volume of a given cube and cuboid using unit cubes • collect data, organise it into groups and represent it into bar graphs/ pie chart • conduct activities related to throwing a large number of identical dice/coins together and aggregating the result of the throws to get a large number of individual events and make assumptions for future events on the basis of the above data. | <ul style="list-style-type: none"> • draws and interprets bar charts and pie charts. • makes hypotheses on chances of future events on the basis of its earlier occurrences or available data like , after repeated throws of dice and coins |
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For Children with Special Needs (Mathematics)

To overcome difficulties of access with respect to learning mathematics, some pupils may require tactile, and others specialised, equipment for work related to shape, geometry, calculations, etc. Some may require simpler language or more pictures. Others may need help in interpreting data in graphs, tables, or bar charts. There may be children who may need help in interpreting oral directions or while making mental calculations. Use of ICT may be required to overcome difficulties in quantitative and abstract thinking.

Some specific needs of children with different disabilities are given below which may be taken care of to help them learn with their peers and accomplish the desired learning outcomes.

Class VIII (Science)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner is to be provided with opportunities in pairs/groups/ individually in an inclusive setup and encouraged to —</p> <ul style="list-style-type: none"> • explore surroundings, natural processes, phenomena using senses viz. seeing, touching, tasting, smelling, hearing. • pose questions and find answers through reflection, discussion, designing and performing appropriate activities, role plays, debates, use of ICT, etc. • record the observations during the activity, experiments, surveys, field trips, etc. • analyse recorded data, interpret results and draw inference/ make generalisations and share findings with peers and adults • exhibit creativity presenting novel ideas, new designs/patterns, improvisation, etc. • internalise, acquire and appreciate values such as cooperation, collaboration, honest reporting, judicious use of resources, etc 	<p>The learner —</p> <ul style="list-style-type: none"> • differentiates materials and organisms, such as, natural and human made fibres; contact and non-contact forces; liquids as electrical conductors and insulators; plant and animal cells; viviparous and oviparous animals, on the basis of their properties, structure and functions. • classifies materials and organisms based on properties/ characteristics, e.g., metals and non metals; <i>kharif</i> and <i>rabi</i> crops; useful and harmful microorganisms; sexual and asexual reproduction; celestial objects; exhaustible and inexhaustible natural resources, etc. • conducts simple investigations to seek answers to queries, e.g., What are the conditions required for combustion? Why do we add salt and sugar in pickles and <i>murabbas</i>? Do liquids exert equal pressure at the same depth? • relates processes and phenomenon with causes, e.g., smog formation with the presence of pollutants in air; deterioration of monuments with acid rain, etc. • explains processes and phenomenon, e.g., reproduction in human and animals; production and propagation of sound; chemical effects of electric current; formation of multiple images; structure of flame, etc. • writes word equation for chemical reactions, e.g., reactions of metals and non-metals with air, water and acids, etc. • measures angles of incidence and reflection, etc. • prepares slides of microorganisms; onion peel, human cheek cells, etc., and describes their microscopic features • draws labelled diagram/ flow charts, e.g., structure of cell, eye, human reproductive organs; experimental set ups, etc. • constructs models using materials from surroundings and explains their working, e.g., <i>ektara</i>, electroscope, fire extinguisher, etc.

	<ul style="list-style-type: none"> • applies learning of scientific concepts in day-to-day life, e.g., purifying water; segregating biodegradable and non-biodegradable wastes; increasing crop production; using appropriate metals and non-metals for various purposes; increasing/ reducing friction; challenging myths and taboos regarding adolescence, etc. • discusses and appreciates stories of scientific discoveries • makes efforts to protect environment, e.g., using resources judiciously; making controlled use of fertilisers and pesticides; suggesting ways to cope with environmental hazards, etc. • exhibits creativity in designing, planning, making use of available resources, etc. • exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices
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For Children With Special Needs (EVS and Science)

In learning EVS and Science, some students may require support with mobility or manipulation skills to participate in experiments or other hands on activities being performed both indoors and outdoors. Students can benefit from adapted or alternative activities, adapted equipment, the use of ICT, adult or peer support, additional time, and support in lessons that may not be accessible to them because of their impairment. Additional care may be taken for some specific needs as mentioned below.

For Visually Impaired children

- Abstract and difficult concepts
- Experiments, especially that involve physical safety
- Requirement of more time
- Understanding visual inputs like chalkboard, demonstrations, presentations graphics and diagrams, etc.

For Hearing Impaired children

- Understanding abstract words and the connections between abstract concepts, knowledge, ideas; (science concepts like photosynthesis, habitat, microorganisms, etc. are difficult for these children to understand without visual representations.)
- Conducting experiments
- Solving problems that involve more than one dimension; For example, comparing objects on the basis of multiple

Class VIII (Social Sciences)

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

- undertake 'projects' and 'activities' like (a) writing an essay on "Gandhiji's Idea of Non-violence and its Impact on India's National Movement", (b) drawing up a timeline on 'Significant Events of India's National Movement', (c) enacting a role play on 'The Chauri Chaura Incident,' and (d) locating on an outline map of India the 'Regions Most Effected by Commercial Crop Cultivation during the Colonial Period'.
- familiarise with sources like vernacular and British accounts, autobiographies, biographies, novels, paintings, photographs, contemporary writings, documents, newspaper reports, films, documentaries and also recent writings to understand and reconstruct histories of various movements.
- expose to pedagogically innovative and criterion-referenced questions for self-assessment like 'What were the reasons for the Battle of Plassey?'
- participate in a discussion on the concepts of Constitution, Parliament, judiciary and marginalisation
- prepare posters with drawings and pictures and make oral and written presentations on the significance of the Constitution of India, Preamble, Parliamentary government, separation of powers, federalism
- debate how the principles of liberty, equality and fraternity are being practised in classroom/ school/ home/ society
- do projects (solo, pair or group) about the Fundamental Rights and Fundamental Duties
- screen and discuss the Rajya Sabha TV series, Samvidhan and movies such as Gandhi, Sardar, Dr. Babasaheb Ambedkar.
- observe parliamentary constituency map of State/UTs
- organise a mock election with model code of conduct and Youth parliament (*Bal Sansad*)
- prepare a list of registered voters in one's own neighbourhood.
- carry out an awareness campaign in one's own locality about significance of voting
- find out some public works undertaken by the MP of one's own constituency
- explains the differences in the impact of colonial agrarian policies in different regions of the country like the 'indigo rebellion'
- describes the forms of different tribal societies in the 19th century and their relationship with the environment.
- explains the policies of the colonial administration towards the tribal communities
- explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it
- analyses the decline of pre-existing urban centres and handicraft industries and the development of new urban centres and industries in India during the colonial period
- explains the institutionalisation of the new education system in India
- analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues
- outlines major developments that occurred during the modern period in the field of arts
- outlines the course of the Indian national movement from the 1870s till Independence
- analyses the significant developments in the process of nation building
- interprets social and political issues in one's own region with reference to the Constitution of India illustrates the Fundamental Rights and the Fundamental Duties with appropriate examples
- applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation (e.g., Child Rights)
- differentiates between State government and Union government
- describes the process of election to the Lok Sabha
- locates one's own constituency on parliamentary constituency map of State/ UT and names local MP

- examine contents of a First Information Report (FIR) form.
- express views, through descriptive and critical writing, about the role of judges in the delivery of justice to the litigants
- conduct focus group discussions on violation, protection and promotion of human rights, especially of women, SCs, STs, religious/ linguistic minorities, persons with disabilities, children with special needs, sanitation workers, and other disadvantaged sections
- screen and discuss the movie, I am Kalam (Hindi, 2011)
- perform a role play about child labour, child rights, and the criminal justice system in India
- visit any office under the Union Government (e.g., post office) in one's own locality to observe its functioning and prepare a brief report
- share experiences with peers on public facilities and reasons for the disparity in availability of water, sanitation, electricity
- organise a debate why Government be responsible for providing public facilities
- case studies or newspaper clippings can be provided to learners as an example of the negligence in enforcement of the laws and compensation
- group discussion on role of Government in regulating economic activities, e.g., analysing the reasons of 'Bhopal gas tragedy'.

- describes the process of making a law. (e.g., Domestic Violence Act, RTI Act, RTE Act)
- describes the functioning of the judicial system in India by citing some landmark cases
- demonstrates how to file a First Information Report (FIR)
- analyses the causes and consequences of marginalisation faced by disadvantaged sections of one's own region
- identifies the role of Government in providing public facilities such as water, sanitation, road, electricity etc., and recognises their availability
- describes the role of Government in regulating economic activities.

For Children With Special Needs (Social Sciences)

- In order to achieve learning outcomes in EVS and Social Sciences, some students may require support in the form of prepared tapes, talking books/daisy books to access text; help in writing to communicate their ideas through alternative communication methods such as ICT or speech; adaptation of content and activities; education aids to manage visual information; and/ or support to understand various geographical concepts and features and the environment.
- Group activities such as projects and assignments done through cooperative learning will enable students with SEN to participate actively in all classroom activities.
- For Children With Special Needs (CWSN), resources such as tactile diagrams/maps, talking books, audio-