

## Class 10

### Section I

#### Suggested pedagogical process

**The learners may be provided with opportunities individually /in groups and encouraged to -**

Collect different soil samples from 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

On different types of maps of India such as political, physical and outline map, wall map, atlas, list and label places / areas where different agricultural crops, minerals, etc. Are produced.

Tactile maps may be used for students with visual impairments.

Find meaning of resources, subsistence agriculture, plantation, etc. From dictionary of geography.

Read different sources and discover the course of the Indian national movement till India's independence

Get familiarize 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 speak those languages from latest reports of census of India and discuss

Read the Indian constitution and discuss various parts in it

Collect a variety of resources e.g. 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 e.g. Agriculture, minerals, energy, industry, etc. On school bhuvan-ncert portal

Discuss the relationship / difference between European nationalism and anti-colonial nationalisms;

Discuss industrialization in the imperial country and in a colony,

Study globalization 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 globalization is experienced differently by different social groups using goods and services used by people in their daily lives such as television, mobile phones, home appliances, and others and discuss.

Study different types of governments in the world - democratic, communist, theocratic, military dictatorships, etc. Within democracies also various forms of governments, such as federal and unitary, republican and monarchy, etc., can also be studied.

Read the functioning of state governments ruled by different parties or coalitions; examine their specific features such as their slogans, agenda, symbols, and characteristics of their leaders

Study the distinctive features of different political parties

Collect the details of 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 categorize countries on the basis of gross domestic product (states on the basis of state domestic product), life expectancy and infant mortality rates etc

Collect the details of economic activities / jobs / occupations in their neighbourhood and group them using a few criteria. Example, organised and unorganised / formal and informal / primary-secondary-tertiary

Collect data on sources of credit from their neighbourhood – from where people borrow and group them into formal and informal

Overlay thematic layers of maps on school bhuvan ncert portal e.g. Distribution of rice in India and overlay layers of soils, annual rainfall, relief features and swipe these layers to establish cause and effect relationship

Classify different types of industries based on raw materials, locate them on 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 depends 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 e.g. 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.

Familiarize with pictures, photographs, cartoons, extracts from a variety of original sources — eye witness accounts, travel literature, newspapers /journals, statements of leaders, official reports, terms of treaties, declarations by parties, and in some cases contemporary stories, autobiographies, diaries, popular literature, oral traditions to understand and reconstruct histories of important historical events and issues of India and contemporary world

Observe and read different types of sources; think of what these say, 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 images of gods and goddesses or important figures are 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.

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 e.g. Minerals, 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 nation

Locate the places in which important multinational corporations set up their offices and factories on the India map 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.

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 synthesize 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 e.g. 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; e.g. Group project on 'globalization'. Teachers may raise questions like, is it a new phenomenon or does it have a long history? When does this process started and why? What are the impacts of globalization 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 globalization? How do they influence the developed countries on the role

of these institutions? What do you mean by global economy? Is economic globalization a new phenomenon? Are environmental problems global problems or local problems? How can globalization potentially contribute to better environment?

Study the rate of and features of economic growth in democracies and 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 developed nations depend on countries such as India for leather and textile goods more now and not earlier; (d) why multinational corporations from developed nations set up their production and assembly units in developing countries and not in their countries and its impact 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 in 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. Globalization, industrialization and see the many sides of the history of these developments i.e. Learner can be asked: give two examples where modern development that is associated with progress has led to problems. Think of areas related to environmental issues, nuclear weapons or disease

Read the statement of leaders or political parties in newspapers and television narratives to examine 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 person with low literacy levels, disabled, person 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 infrastructure 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 different climatic areas and prepare 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, 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 e.g. (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 motivated to come out with creative solutions to specific social, economic or political issue 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 diversities 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

Help them prepare digital, print as well as audio –visual materials which can be converted in to braille

Participate in group discussions on changes within rural economies in the contemporary /modern times

Find information from elders, newspapers /t.v. 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 impact of deforestation in 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 trends.

Collect problems related to agriculture in his /her 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 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.

Conduct extra-curricular activities, daily chores in the school, sports, cultural programmes by students to help decision making and problem-solving skills

Describe their goals in life and how they are going to achieve;

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 / create 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 / 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 lived experiences of individuals and communities of the period i.e. Learner can imagine him / her as an indentured Indian labourer working in the Caribbean. Based on details collected from the library or through internet, learner can be encouraged to write a letter to family describing his /her 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 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 consumers face 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 but were able to and grow economically and organize discussion

## Section II

### Learning Outcomes of NCERT

### Measuring the LOs

#### Learns -

**Recognizes and retrieves facts, figures and narrate processes e.g.**

- Identifies different types of soil, minerals, energy resources, renewable energy resources
- Locates areas / regions known for production of coal, iron ore, petroleum, rice, wheat, tea, coffee, rubber, 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
- Defines economic terms such as sustainable development, gross domestic product, per capita income, human development index, multinational company, foreign investment
- Lists different forms of money and sources

**Locates on map /describes features /defines /lists /recalls /classifies /compares /distinguishes, in order to demonstrate skills of recognizing and retrieving facts, figures and narrating processes.**

<p>of credit, rights of consumers</p> <ul style="list-style-type: none"> <li>• Recalls names, places, dates, people associated with some important historical events and developments such as French revolution, nationalism, industrialisation, globalisation, and urbanization</li> <li>• Defines terms and concepts such as nationalism, colonialism, orientalism, democracy, satyagraha, and liberty.</li> <li>• Defines important terms such as federalism, diversity, religion, political party</li> </ul>	
<p><b>Classifies and compares events, facts, data and figures e.g.,</b></p> <ul style="list-style-type: none"> <li>• Classifies types of resources, minerals, farming e.g. Subsistence and commercial farming</li> <li>• Compares areas growing rice and wheat on the map of India</li> <li>• Compares visuals such as the image of Bharat Mata with the image of Germania</li> <li>• Compares European nationalism with anti-colonial nationalism in countries such as India, South America, Kenya, Indo China</li> <li>• Compares per capita incomes of some important countries</li> <li>• Differentiates consumer' rights</li> <li>• Classifies occupations and economic</li> <li>• Activities into sectors using criteria</li> <li>• Compares the powers and functions of state and central government in India</li> <li>• Classifies national and regional political parties in India</li> </ul> <p>Explains the terms used in political discussions and their meaning e.g., Gandhian, communist, secularist, feminist, casteist, communalist, etc.</p>	<p><b>Examines and evaluates events, facts, data and figures in order to classify and compare them.</b></p>
<p><b>Explains cause and effect relationship between phenomena, events and their occurrence e.g.,</b></p> <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> <li>• Explains the cause and effect between different historical events and</li> </ul>	<p><b>Examines phenomena, events and their occurrence in order to explain cause and effect relationship between them.</b></p>

<p>developments such as the impact of print culture on the growth of nationalism in India</p> <ul style="list-style-type: none"> <li>• Examines the impact of technology on food availability.</li> <li>• Assesses the impact of the global transfer of disease in the pre-modern world in different regions of the world e.g. In the colonisation of America</li> <li>• Analyses the impact of overuse of natural resources such as ground water and crude oil</li> <li>• Analyses the change in sectoral composition of gross domestic product</li> <li>• Analyses the consequences of dependence on different sources of credit</li> </ul> <p>Explains the policies and programmes of different political parties in the states of India</p>	
<p><b>Analyzes and evaluates information e.g.,</b></p> <ul style="list-style-type: none"> <li>• Assesses the impact of conservation of natural resources on the life of people in any area in view of sustainable development</li> <li>• Analyses indigenous / modern methods of conservation of water / forests / wildlife / soil</li> <li>• Explains victories and defeats of political parties in general elections</li> <li>• Evaluates various suggestions to reform democracy in India</li> <li>• Analyses texts and visuals such as how symbols of nationalism in countries outside Europe are different from European symbols</li> <li>• Assesses the impact of MNREGA, role of banks as a source of credit</li> <li>• Assesses the impact of globalisation in their area / region / local economy</li> </ul> <p>Analyses the contribution of different sectors to output and employment</p>	<p><b>Examines given information, in order to analyze and evaluate it.</b></p>
<p><b>Interprets e.g.,</b></p> <ul style="list-style-type: none"> <li>• Maps</li> <li>• Texts</li> </ul>	<p><b>Examines and evaluates given text /visual, both known and unknown, such as maps /texts /symbols /diagrams /pie</b></p>

<ul style="list-style-type: none"> <li>• Symbols</li> <li>• Diagrams such as pie and bar</li> <li>• Cartoons</li> <li>• Photographs</li> <li>• Posters</li> <li>• Newspaper clipping</li> <li>• Water scarcity in different</li> <li>• Areas / climatic regions</li> <li>• Changes in maps brought out by various treaties in Europe</li> <li>• Draws the sea and land links of the trade from India to west Asia, south east Asia and other parts of the world</li> </ul> <p>Draws and interpret pie and bar diagrams of data related to gross domestic product, production in different sectors and industries, employment and population in India</p>	<p><b>diagram /bar diagram /cartoons /photos /posters /newspaper clippings /etc. in order to interpret them.</b></p>
<p><b>Draws inter-linkages within social science</b></p> <ul style="list-style-type: none"> <li>• Analyses changes in cropping pattern, trade and culture</li> <li>• Explains why some regions of India are developed</li> <li>• Analyses the impact of trade on culture</li> </ul>	<p><b>Refers to all the learnings in order to draw inter-linkages within social science.</b></p>
<p><b>Identifies assumptions /biases /prejudices /stereotypes about various aspects e.g.,</b></p> <ul style="list-style-type: none"> <li>• Region</li> <li>• Rural and urban areas</li> <li>• Food habits</li> <li>• Gender</li> <li>• Language</li> <li>• Idea of development</li> <li>• Voting behaviour</li> <li>• Caste</li> <li>• Religion</li> <li>• Democracy</li> <li>• Political parties</li> <li>• Marginalised and differently abled groups</li> <li>• Identifies many sides of various developments such as globalisation and industrialization</li> </ul>	<p><b>Examines and evaluates the given known or unknown given texts /visuals /political analysis /etc. in order to identify assumptions /biases /prejudice /stereotypes</b></p>

<ul style="list-style-type: none"> <li>• Critiques the notion of progress and modernity</li> </ul>	
<p><b>Demonstrates skills of inquisitiveness /enquiry e.g., pose questions related to</b></p> <ul style="list-style-type: none"> <li>• Concentration of industries in certain areas</li> <li>• Scarcity of potable water</li> <li>• Role of women in the nationalist struggles of different countries</li> <li>• Issues related to various aspects of</li> <li>• Financial literacy</li> <li>• Working of democracy from local to national level</li> </ul>	<p><b>Poses questions and undertakes research in order to demonstrates skills of inquisitiveness /enquiry.</b></p>
<p><b>Constructs views /arguments /ideas on the basis of collected or given information e.g.</b></p> <ul style="list-style-type: none"> <li>• Cultural diversity of any region</li> <li>• Historical events and personalities</li> <li>• Economic issues such as economic development and globalisation</li> <li>• Critically examine <ul style="list-style-type: none"> <li>(i) definitions commonly available in textbooks for various economic concepts;</li> <li>(ii) methodology used to estimate gross domestic product, poverty, money supply, and size of the organised /unorganised sector</li> </ul> </li> </ul>	<p><b>Examines and evaluates collected /given information in order to construct views /arguments /ideas on its basis.</b></p>
<p><b>Extrapolates and predicts events and Phenomena e.g.</b></p> <ul style="list-style-type: none"> <li>• Predicts the impact of pollution of water, air, land and noise on human health.</li> <li>• Predicts natural disasters due to deforestation.</li> <li>• Infers and extrapolates from situations such as how artists and writers nurture nationalist sensibilities through art, literature, songs and tales.</li> <li>• Come out with answers creatively if (a) India stops importing petroleum crude oil; (b) multinational companies are closed; (c) the nature of employment in India in 2050; (d)</li> </ul>	<p><b>Extrapolates in order to predicts events and phenomena.</b></p>

<p>what would happen if all schools and hospitals in India are privatised.</p>	
<p><b>Illustrates decision making / problem Solving skills e.g.,</b></p> <ul style="list-style-type: none"> <li>• Comes out with solutions to the following issues in his or her own area</li> <li>• Problems related to agriculture and transport</li> <li>• Generate employment opportunities</li> <li>• Improve access to credit for low income families</li> <li>• 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</li> </ul>	<p><b>Evaluates and presents the best options with reasoning in order to illustrate decision making /problem solving skills.</b></p>
<p><b>Shows sensitivity and appreciation Skills e.g.,</b></p> <ul style="list-style-type: none"> <li>• Empathises with differently abled and other marginal sections of the society such as forest dwellers, refugees, unorganised sector workers</li> <li>• Appreciates political diversity appreciates cultural diversity appreciates religious diversity</li> <li>• Recognises social diversity</li> </ul> <p>Emphathizes with the people who were affected by displacement, extremism and natural and human-made disasters, Indian indentured labourers working in different countries such as Caribbean and Fiji.</p>	<p><b>Recognizes differences /different perspectives /different situations, etc. in order to demonstrate sensitivity and appreciation skills.</b></p>
	<p>To enhance their creativity by writing their views on the importance of transport and communication in India and their contribution in the Economy and will do it in group enhancing their collaborative work skills.</p>

	To think critically about the efficient means of transport are prerequisites for fast development.
	To enhance their communication skills by presenting their views in front of the class about the role of trade in the economic development of the country.

**Section III****Note: Overall Learning Objectives mapped with Learning Outcome adapted by CBSE for the course: Economics**

<b>Chapter 1</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Development</b>	<b>Development promises: Different people and different goals</b>	Familiarization of some macro-economic concept.	<b>Examines and evaluates collected /given information in order to construct views /arguments /ideas on its basis: For example, the learner examines for constructing views /ideas /arguments  Recognizes differences /different perspectives /different situations, etc. in order to demonstrate sensitivity and appreciation skills</b>
	<b>Income and other goals (i) National development</b>	Understanding the traditional notion of development, national income and per capita income. Familiarising the children about the income and other goals.	
	<b>Comparison of countries or states. (i) Comparison through national income. (ii) Comparison through per capita income.</b>	Acquaintance with national income and per capita income and growth of national income.	
	<b>Income and other criteria</b>	Analyse the national development in a vision of income and other criteria	
	<b>Public facilities (i) Public distribution system. (ii) Body mass index (BMI)</b>	Analysing the public facilities, human development report. Understanding the need for health and educational development, human development indicators.	

	<b>Sustainability of development</b> <b>(i) Environmental degradation and sustainable development.</b>	Analysing the need of sustainability of development.  list UN's Goals for Sustainable Development and explain its impact on their life	
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Chapter 2	Topic	Learning Objectives	Learning Outcome
<b>Sectors of the Indian Economy</b>	<b>Sectors of Economic Activities: Primary, Secondary and Territory sector</b>	understand the sectors of economic activities.	<b>Extrapolates in order to predicts events and phenomena</b>
	<b>Economic Interdependence</b>	analyse how primary, secondary and Territory sectors are interdependent to each other.	
	<b>Comparing the three sectors.</b> <b>(i) Gross Domestic Product (GDP).</b> <b>(ii) Historical change in sector</b>	<ul style="list-style-type: none"> <li>Familiarisation concepts of sectors of the Indian economy (primary sector, secondary sector, territory sector), their comparison on their contribution in the GDP.</li> </ul>	

		<ul style="list-style-type: none"> <li>• To understand the historical change in sectors.</li> </ul>	
	<b>Primary, Secondary and Territory sector in India</b> <b>(i) Where are the most of the people employed?</b> <b>(ii) How to create more employment?</b> <b>(a) Technical and institutional measures.</b> <b>(b) Improvement in rural infrastructure.</b>	<ul style="list-style-type: none"> <li>• To make aware of a major employment generating sector.</li> <li>• To understand how to create more employment.</li> <li>• To analyse various government schemes to create employment like MNREGA.</li> </ul>	
	<b>Division of sectors as Organised and Unorganised</b>	<ul style="list-style-type: none"> <li>• To analyse the division of sectors-organised and unorganised and protective measures for unorganised sector worker.</li> </ul>	
	<b>Sectors in terms of Ownership: Public and Private Sectors.</b>	<ul style="list-style-type: none"> <li>• To understand the sectors of the economy on the basis of ownership: public sector and private sector.</li> <li>• To understand the role of Governments investment.</li> </ul>	

Chapter 3	Topic	Learning Objectives	Learning Outcome
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<b>Money and credit.</b>	<b>Barter system of exchange and modern forms of money.</b>	Students will be able: <ul style="list-style-type: none"> <li>• To familiarize the concept of money as an economic concept (medium of exchange, storage, deferred payments).</li> </ul>	<b>Examines and evaluates collected /given information in order to construct views /arguments /ideas on its basis</b>
	<b>Loan activities of bank:</b> <b>(i) Two different credit situations.</b> <b>(ii) Terms of credit.</b> <b>(iii) Variety of credit arrangement.</b>	Students will be able: <ul style="list-style-type: none"> <li>• To understand the loan activities of bank, their terms of credit and other conditions.</li> <li>• To understand formal and informal financial institution for saving and credit.</li> </ul>	
	<b>Self-help groups for the poor</b>	familiarize self-help groups for the poor and their functions. (For e.g. Through case study of Barefoot College at Tilonia run by Dr. Roy)	
	<b>Sectors in terms of Ownership: Public and Private Sectors.</b>	Students will be able: <ul style="list-style-type: none"> <li>• To understand the sectors of the economy on the basis of ownership: public sector and private sector.</li> <li>• To understand the role of Governments investment.</li> </ul>	

Chapter 4	Topic	Learning Objectives	Learning Outcome
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<b>Globalisation and the Indian Economy</b>	<b>Production across Countries:</b> <b>(i) Interlinking production across countries.</b>	familiarize the concepts of production across countries.	<b>Examines and evaluates collected /given information in order to construct views /arguments /ideas on its basis</b>
	<b>Foreign trade and integration of markets.</b> <ul style="list-style-type: none"> <li>• <b>Globalisation.</b></li> <li>• <b>Factors that have enabled globalisation.</b></li> </ul>	Students will be able: <ul style="list-style-type: none"> <li>• To familiarise foreign trade and integration of markets.</li> <li>• To understand globalisation and the factors of globalisation.</li> </ul>	
	<b>World trade organisation (WTO).</b> <b>(i) Impact of globalisation in India.</b> <b>(ii) To struggle for a fair globalisation.</b>	Students will be able: <ul style="list-style-type: none"> <li>• To understand trade practices, steps to attract foreign investment.</li> <li>• To understand world trade organisation, the impact of globalisation.</li> <li>• To familiarise with the various debate outcomes for fair globalisation.</li> </ul>	

<b>Chapter 5</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Consumer rights</b>	<b>The consumer in the market place.</b> <b>(i) Consumer movement.</b>	Students will be able: <ul style="list-style-type: none"> <li>• To familiarize with the concepts of consumer in the market place and consumers movement.</li> </ul>	<b>Evaluates and presents the best options with reasoning in order to</b>

		<ul style="list-style-type: none"> <li>To familiarize with the consumer forum and Consumer Protection Act 1986.</li> </ul>	<b>illustrate decision making /problem solving skills</b>
	<b>Consumer Rights.</b> <b>(i) Redressal agencies under Consumer Protection Act.</b>	Students will be able: <ul style="list-style-type: none"> <li>To familiarise with the consumer rights.</li> <li>Acquaintance with the Redressal agencies under Consumer Protection Act (COPRA)</li> </ul>	
	<b>Learning to become well-informed consumers.</b> <b>(i) Taking the consumer movement forward.</b>	familiarise the legal measures available to protect from being exploited in markets.	

<b>Note: Overall Learning Outcome for the course: Contemporary India</b>			
<b>Chapter 1</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Resources and Development.</b>	<b>Resources</b> <b>(i) Types of resources</b>	familiarize with types of resources on the basis of Origin, Ownership and status of development	<b>Locates on map /describes features /defines /lists</b>

	<b>(ii) Development of resources.</b>		<b>/recalls /classifies /compares /distinguishes, in order to demonstrate skills of recognizing and retrieving facts, figures and narrating processes</b>
	<b>Land resources and utilisation</b> <b>(i) Land use pattern in India.</b> <b>(ii) Land degradation and conservation measures.</b>	understand land as a resource and its utilisation and use pattern in India.	
	<b>Soil as a resource:</b> <b>(i) Classification of soil.</b> <b>(ii) Soil erosion and soil conservation.</b>	Students will be able : <ul style="list-style-type: none"> <li>• To understand the types of soil (alluvial soil, black soil, red and yellow soil, laterite soil, arid soil) and distribution.</li> <li>• Acquaintance with the changing land use pattern, land degradation and conservation measures.</li> </ul>	

<b>Chapter 2</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Forest and Wildlife Resources.</b>	<b>Flora and fauna in India.</b>	familiarize the bio diversity existence in India.	<b>Examines phenomena, events and their occurrence in order to explain cause and effect relationship between them</b>
	<b>Categorisation of Species.</b> <b>(i) Vanishing Forest.</b>	understand the categories of species (flora and fauna)	
	<b>Depletion of flora and fauna</b>	Students will be able: <ul style="list-style-type: none"> <li>• To analyse the factors responsible for depletion of forest and wildlife.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Factors responsible for depletion of forest and wildlife</b></li> </ul>	<ul style="list-style-type: none"> <li>• To understand the effects of depletion of forest resources.</li> </ul>	
	<b>Conservation of forest and wildlife in India.</b> <b>(i) Methods of conservation.</b> <b>(ii) Types of distribution of forest and wildlife resources.</b>	Students will be able: <ul style="list-style-type: none"> <li>• To familiarise with Wildlife Protection Acts.</li> <li>• To understand the establishment of reserves.</li> <li>• To understand the types of distribution of forest and wildlife resources.</li> </ul>	
	<b>Community and Conservation</b>	<ul style="list-style-type: none"> <li>• To understand and recognise as the forests are also home to many traditional communities.</li> <li>• To understand the joint forest management programmes of state governments.</li> </ul>	

<b>Chapter 3</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Water Resources</b>	<b>Water: some facts and Figures.</b>	understand the importance of water and the facts given by United Nation.	<b>Examines and evaluates given text /visual, both</b>

	<p><b>Water scarcity:</b></p> <p><b>(i) Causes of water scarcity.</b></p> <p><b>(ii) Managing the water resources.</b></p> <p><b>(iii) Multi-purpose river project.</b></p> <p><b>(iv) Rain water harvesting.</b></p>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>To understand sources, distribution, multi-purpose projects on water resources.</li> <li>To understand water scarcity and its need for conservation and management.</li> <li>To understand rain water harvesting through case studies.</li> <li>To describe the system of water management in Jodhpur, Bharuch and Surat in ancient times</li> </ul>	<p><b>known and unknown, such as maps /texts /symbols /diagrams /pie diagram /bar diagram /cartoons /photos /posters /newspaper clippings /etc. in order to interpret them</b></p>
	<p><b>Depletion of flora and fauna</b></p> <ul style="list-style-type: none"> <li><b>Factors responsible for depletion of forest and wildlife</b></li> </ul>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>To analyse the factors responsible for depletion of forest and wildlife.</li> <li>To understand the effects of depletion of forest resources.</li> </ul>	

Chapter 4	Topic	Learning Objectives	Learning Outcome
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<b>Agriculture</b>	<b>Types of Farming:</b> <b>(i) Primitive subsistence farming.</b> <b>(ii) Intensive subsistence farming.</b> <b>(iii) Commercial farming</b>	understand various farming systems practiced in India.	<b>Examines phenomena, events and their occurrence in order to explain cause and effect relationship between them</b>
	<b>Cropping Pattern:</b> <b>(i) Cropping seasons in India.</b>	Students will be able to familiarise about three cropping seasons in India (Rabi, Kharif and Zaid).	
	<b>Major Crop</b>	understand the major crops (grains and leguminous crops, food crops and non-food crops) in India	
	<b>Agricultural Reforms:</b> <b>(i) Institutional Reforms.</b> <b>(ii) Technological Reforms.</b>	understand the institutional and technological reforms which become necessity for revolution in agricultural sector.	
	<b>Contribution of Agriculture to the National Economy:</b> <b>(i) Food Security.</b>	Students will be able: <ul style="list-style-type: none"> <li>• To understand the impact of institutional and technological reforms.</li> </ul>	

	<p><b>(ii) Impact of globalisation on agriculture.</b></p> <p><b>(iii) Gene Revolution</b></p>	<ul style="list-style-type: none"> <li>• To get acquaintance with the contribution of agriculture to National Economy- Employment and Output.</li> <li>• To understand the impact of globalisation.</li> <li>• To understand how bio-technology is helpful in the Gene Revolution.</li> </ul>	
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Chapter 5	Topic	Learning Objectives	Learning Outcome
<b>Minerals and Energy Resources</b>	<b>Minerals:</b> <b>(i) Mode of Occurrence of minerals.</b>	understand the term minerals, formation of minerals (physical and chemical conditions) and their mode of occurrence.	<b>Locates on map /describes features /defines /lists /recalls /classifies /compares /distinguishes, in order to demonstrate skills of recognizing and retrieving facts, figures and narrating processes</b>
	<b>Classification of Minerals</b>	Familiarise with the minerals classified into the heads metallic, non-metallic and energy minerals.	
	<b>Conservation of Minerals</b>	understand the need to conserve our mineral resources judiciously.	
	<b>Energy Resources</b>	understand the energy resources (conventional and non-conventional sources)	
	<b>Conservation of Energy Resources.</b>	Students will be able: <ul style="list-style-type: none"> <li>• To have sustainable development understanding the need to promote</li> </ul>	

		<p>energy conservation by avoiding wastage, besides increasing the use of renewable energy sources.</p> <ul style="list-style-type: none"> <li>• To understand the slogan “Energy saved is energy produced”.</li> </ul>	
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Chapter 6	Topic	Learning Objectives	Learning Outcome
<b>Manufacturing industries</b>	<b>Importance of Manufacturing:</b> <b>(i) Contribution of Industry to National Economy</b>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>• To understand manufacturing sector as the backbone of development.</li> <li>• To familiarize with the Government’s different policies for manufacturing industries.</li> <li>• To understand the industrial location, industrial activity followed by urbanization and industry-market linkage.</li> </ul>	<b>Examines and evaluates given text /visual, both known and unknown, such as maps /texts /symbols /diagrams /pie diagram /bar diagram /cartoons /photos /posters /newspaper clippings /etc. In order to interpret them</b>
<b>Manufacturing industries</b>	<b>Classification of Industries:</b> <b>(i) Agro-based Industries.</b> <b>(ii) Mineral-based Industries.</b> <b>(iii) Miscellaneous Industries</b>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>• To understand the types of spatial distribution (Through Map).</li> <li>• To familiarise with contribution of Industries to the National Economy.</li> <li>• To understand the types of industries on the basis of material used.</li> </ul>	<b>Examines and evaluates given text /visual, both known and unknown, such as maps /texts /symbols /diagrams /pie diagram /bar diagram /cartoons /photos</b>

Chapter 6	Topic	Learning Objectives	Learning Outcome
	<b>Industrial Pollution and Environmental Degradation</b>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>To understand the industrial pollution and degradation of environment, its measures to control environmental degradation.</li> <li>To understand the way shown by NTPC of sustainable development.</li> </ul>	<b>/posters /newspaper clippings /etc. In order to interpret them</b>

Chapter 7	Topic	Learning Objectives	Learning Outcome
<b>Lifelines of National Economy</b>	<b>Transport</b>	understand that transport is essential for the movement of goods and services from manufacturers to consumers.	To enhance their creativity by writing their views on the importance of transport and communication in India and their contribution in the Economy and will do it in group enhancing their collaborative work skills.
	<b>Transport in India:</b> <b>(i) Roadways.</b> <b>(ii) Railways.</b> <b>(iii) Pipelines.</b> <b>(iv) Waterways.</b> <b>(v) Airways.</b>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>To understand the different modes of transport due to different types of land forms in India.</li> <li>To understand road transport, railways, airways through Map.</li> </ul>	
	<b>Communication :</b> <b>(i) International Trade.</b>	Students will be able:	

		<ul style="list-style-type: none"> <li>• To understand the importance of means of communication and transportation in ever shrinking world.</li> <li>• To understand the role of trade and tourism in the economic development of a country.</li> </ul>	<p>are prerequisites for fast development.</p> <p>To enhance their communication skills by presenting their views in front of the class about the role of trade in the economic development of the country.</p>
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<b>Note: Overall Learning Outcome for the course: India and the Contemporary World - II</b>			
<b>Chapter</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>NATIONALISM IN INDIA</b>	<b>The First World War, Khilafat and Non-Cooperation</b>	Examine the case studies of the first World war, Khilafat and Non-Cooperation	<b>Examines and evaluates events, facts, data and figures in order to classify and compare them</b>
		weave the story /concept of Indian Nationalism.	
		Appreciate the efforts done by freedom fighters and value the freedom that they enjoy today.	
	<b>Differing Strands within the Movement</b>	Comparative analysis of diverse social movements of the time will help them build and carry on with the ideas of unity in diversity in contemporary society	
		build their critical thinking skills	
		Acquaintance with the writings and ideals of different political groups and individuals will empower them to take designed political decisions	

		Enhance decision making with critical thinking	
	<b>Towards Civil Disobedience</b>	Analyse how the advent of mahatma Gandhi turned around the political movement in India	
		Develop clarity on the status of Indians from the British subject to citizen and then to free citizens after 1947. Instil the sense of pride with India's past	
	<b>The Sense of Collective Belonging</b>	Appreciate, accept and adopt the ideas promoting Pan Indian belongingness and pluralism	
		Enhance their communication skills by debating on how common mass of people contribute to the growth of nationalism and patriotism	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	
<b>The Rise of Nationalism in Europe</b>	<b>The French Revolution and the Idea of the Nation</b>	Identify and comprehend the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period	<b>Examines given information, in order to analyze and evaluate it.</b>
	<b>The Making of Nationalism in Europe</b>	Discuss the relationship / difference between European nationalism and anti-colonial nationalisms	

	<b>The Age of Revolutions: 1830-1848</b>	Evaluates and presents the process of industrialization in the imperial country and making of colonies	
	<b>The Making of Germany and Italy</b>	The role of Army as an architect of a Nation, cementing of political fragmentation in Italy, British long-drawn-out process to become a nation state.	
	<b>Visualizing the Nation</b>	Acquire abstract idea of the female figure become an allegory of the nation.	
	<b>Nationalism and Imperialism</b>	Evaluates increasingly intolerance in the nationalists and its alignment with imperialism	
<b>LIVELIHOODS, ECONOMIES AND SOCIETIES The Making of a Global World</b>	<b>The Pre-modern World</b>	Learns about the earliest form of globalization – Silk Routes, food connect and causes of Conquest, Disease and Trade across the world	<b>Examines phenomena, events and their occurrence in order to explain cause and effect relationship between them.</b>
	<b>The Nineteenth Century (1815-1914)</b>	Understands the systems of World Economy, role of technology in spread of Colonialism Questions about the Migration of Indentured Labor from India, Indian global trade during Colonial time.	
	<b>The Inter-war Economy</b>	Recognize and critically analyze wartime transformations and evaluate post war recovery and rise of Mass Production and Consumption.	
	<b>Rebuilding a World Economy: The Post-war Era</b>	Rebuilding a World Economy: The Post-war Era, decolonization and independence	

<b>The Age of Industrialization</b>	<b>Before the Industrial Revolution</b>	Familiarize with the Pro- to-Industrial phase and Early – factory system	<b>Locates on map /describes features /defines /lists /recalls /classifies /compares /distinguishes, in order to demonstrate skills of recognizing and retrieving facts, figures and narrating processes.</b>
	<b>Hand Labor and Steam Power</b>	Familiarize with the process of industrialization and its impact on labour class.	
	<b>Industrialization in the Colonies</b>	Analyze the journey of India’s dominance in the international market in textiles to loss of its own markets.	
	<b>The Peculiarities of Industrial Growth Market for Goods</b>	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	
<b>EVERYDAY LIFE, CULTURE AND POLITICS Print Culture and the Modern World</b>	<b>The First Printed Books</b>	Learn about the first print technology in China, Japan and Korea and its journey from bureaucracy to different social sections and subjects Evaluates and presents the changes in print technology in the last 100 years.	<b>Examines phenomena, events and their occurrence in order to explain cause and effect relationship between them.</b>
	<b>Print Comes to Europe</b>	Trace the journey of paper technology from east to west and then of the print technology from west to east.	
	<b>The Print Revolution and Its Impact</b>	Witness and illustrate flooding of the markets with the variety of books resulting in major social changes and relates print revolution to debate and discussions for religious reforms	

	<b>The Reading Mania</b>	Reviews writings of thinkers', ideas about science, reason and rationality that found their way into popular literature that paved the way to French revolution.	
	<b>The Nineteenth Century</b>	Explain a. the primary mandatory education system, b. circulation of novels and culture of libraries, c. growth of new printing and marketing methods	
	<b>India and the World of Print</b>	Learns about the change of Oral culture to print culture, from manuscripts to books and from vernacular books to English books	
	<b>Religious Reform and Public Debates</b>	Understands the emerged New ideas through the clashes of opinions and religious fears about the printed material Unifying factor, creating pan-Indian identities	
	<b>New Forms of Publication</b>	Tiff between liberal and Conservative schools for women education, changes in the traditional family roles propagate the message of nationalism and social reforms in India	
	<b>Print and Censorship</b>	press laws resulting in widespread protests	

<b>Chapter 1</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
POWER SHARING	Belgium and Sri Lanka	Examine the case studies of Belgium and Sri Lanka	

	Majoritarianism in Sri Lanka Accommodation in Belgium	Analysis of the situation faced by the minorities in Tamil.	<b>Examines and evaluates given text /visual, both known and unknown, such as maps /texts /symbols /diagrams /pie diagram /bar diagram /cartoons /photos /posters /newspaper clippings /etc. in order to interpret them.</b>
		Appreciate the efforts done by Belgium government to unite the country.	
	Why power sharing is desirable?	Comparative analysis of the difference between Prudential and moral reason behind power sharing.	
		Able to develop their view towards power sharing that how it reduced the conflicts in Belgium.	
		Realisation of mutually acceptable arrangements done by the Belgium.	
		Enhance decision making with critical thinking	
	Forms of power sharing	Will learn the importance of power sharing that it should be distributed among as many citizens.	
		Enhance decision making power.	
		Will able to understand that in modern democracies, power sharing arrangements can take many forms.	
	<b>The Sense of Collective Belonging</b>	Appreciate that how Power sharing can reduce the conflicts and fulfil our expectations in real life.	
		Enhance their communication skills by debating on Power should be reside in on person or a group or it should be shared.	

		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	
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Chapter 2	Topic	Learning Objectives	Learning Outcome
FEDERELISM	What is Federalism?	Will able to enhance their knowledge to explore about the other federal political countries all over the world.	<b>Examines and evaluates events, facts, data and figures in order to classify and compare them.</b>
	What makes India a federal country?	understand the independent powers of the level of the government.	
		know that the Indian Union is based on the principles of federalism.	
		Comparative analysis of creation of the states in India on the basis of languages.	
	How is federalism practiced?	Students will Appreciate the spirit of federalism, respect for diversity and desire for living together became shared ideals in our country	
		Will appreciate that how formation of linguistic states has actually made the country, more united.	
		Enhance decision making with critical thinking	
		Decentralization in India	
	Will able to understand that people have better knowledge of problems their localities		

		Student will critically analyse the constitutional status for local government has helped to deepen democracy in our country simultaneously still most state government have not transferred the powers.	
	<b>The Sense of Collective Belonging</b>	Appreciate that how federalism can reduce the conflicts.	
		Enhance their communication skills by debating on unitary government and federal government.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 3	Topic	Learning Objectives	Learning Outcome
<b>DEMOCRACY AND DIVERSITY</b>	<b>A story from Mexico Olympics</b>	Examine the case studies of the Civil right movements in United states.	<b>Poses questions and undertakes research in order to demonstrates skills of inquisitiveness /enquiry.</b>
		concept of Indian caste system. Some dalit groups decided to participate in the UN conference against Racism in Durban in 2001	
		Appreciate the efforts done by African- American tried to draw international attention to racial discrimination	

<b>Differences, similarities, divisions</b>		Comparative analysis of diverse social movements like athletes responded to social divisions and social inequalities.	
		build their critical thinking skills	
		Analyse the situation when situation of this kind produce social divisions, when one kind of social difference become more important than the other, and the people start feeling that they belong to different community.	
		Enhance decision making with critical thinking	
<b>Politics of Social division</b>		Analyse how the combination of politics and social division is very dangerous and explosive.	
		At the same time they will learn every expression of social division in politics does not lead to such disaster.	
		In still the sense of pride with India's past that democracy is the best way to fight for recognition and also to accommodate diversity.	

	<b>The Sense of Collective Belonging</b>	Appreciate, accept and adopt that in Democracy, political expression of social divisions is very normal and can be healthy.	
		Enhance their communication skills by debating on how common mass of people contribute to the growth of nationalism and patriotism	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 4	Topic	Learning Objectives	Learning Outcome
<b>GENDER RELIGION AND CASTE</b>	<b>Gender and politics</b>	Critical thinking that in the society how gender division is not based on biology but on social expectation and stereotype.	<b>Examines and evaluates the given known or unknown given texts /visuals /political analysis /etc. in order to identify assumptions /biases /prejudice /stereotypes.</b>
		Critical thinking on the reports of harassment, exploitation and violence against women.	
		Appreciate the women's movements aimed at equality in personal and family life as well.	
	<b>Religion, Communalism and politics</b>	Will able to understand that problem begins when religion is seen as the basis of the nation.	
		build their critical thinking skills	
		Appreciate the quote of Gandhi ji politics must be guided by ethics drawn from religion.	
		Enhance decision making with critical thinking	

	<b>Caste and politics</b>	Appreciate the political leaders and social reformers like Jyotiba Phule, Dr. B. R Ambedkar and Periyar	
		Critical analyse that still untouchability has not ended completely, despite constitution prohibition.	
		Enhance their knowledge on that the sometimes elections are all about caste system???	
	<b>The Sense of Collective Belonging</b>	Will able to understand that if the politics is based on caste then it will divert the attention from very important issues like poverty development and corruption.	
		Enhance their communication skills by debating on caste system.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 5	Topic	Learning Objectives	Learning Outcome
Popular struggle and movements	Popular struggle in Nepal and Bolivia	Examine the case studies of Movement for democracy in Nepal.	Examines and evaluates events, facts, data and
		Bolvia's water war	

		<p>Appreciate the efforts done by the people of Nepal.</p> <p>The struggle of the Nepali people is a source of inspiration to democrats all over the world.</p>	<p><b>figures in order to classify and compare them.</b></p>
<b>Mobilization and organization</b>		<p>Comparative analysis of both the countries and will able to get in democracy several different kinds of organisations work behind any big struggle.</p>	
		<p>build their critical thinking skills</p>	
		<p>Analyse the situation when situation democratic conflict resolved through mass mobilisation.</p>	
		<p>Enhance decision making with critical thinking</p>	
<b>Pressure groups and movements</b>		<p>Critical analysis that how pressure group and movements exert influence on politics in a variety of ways.</p>	
		<p>Enhance their communication skills by discussing on that pressure groups do not look power of political office for themselves, but do seek to influence the decisions made by those who do not hold this political power.</p>	
		<p>Analysation of the situations when social movements and pressure groups try to mobilise citizens in many way.</p>	

	<b>The Sense of Collective Belonging</b>	Appreciate, accept and adopt that in Democracy, political expression of social divisions is very normal and can be healthy.	
		Knowledge skills will enhance when they will search about various movements and pressure groups.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 6	Topic	Learning Objectives	Learning Outcome
<b>POLITICAL PARTIES</b>	<b>Why do we need political parties?</b>	Will able to understand the importance of the political parties that it is the part of the society and thus involve partisanship.	<b>Examines given information, in order to analyze and evaluate it.</b>
		identify the work of political parties.	
		Appreciate the functions done by the political parties.	
	<b>How many parties should we have?</b>	Comparative analysis of one party system and ( at least ) two party system.	

		Critically analysis of merits and demerits of multiparty system. It can be very messy as well as allows a variety of interest.	
		Evaluation of the situations that no system is ideal for all the countries and situations.	
		Enhance decision making with critical thinking	
	<b>National and political parties And challenges to political parties</b>	Will able to know that in federal system tend to have two kinds of political parties: Parties that are present in only one of the federal units and parties that are present in several or all units of the federation.	
		At the same time they will learn about coalition of the government.	
		Examine the situations when the parties are facing the challenges.	
	<b>The Sense of Collective Belonging</b>	Appreciate, accept and adopt that how political parties as vehicle of federal sharing of political power and as negotiators of social divisions in the arena of democratic politics.	

		Enhance their communication skills by debating on one party or multiparty system.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 7	Topic	Learning Objectives	Learning Outcome
<b>OUTCOMES OF DEMOCRACY</b>	<b>How do we assess democracy's outcomes? And Accountable, responsive legitimate government</b>	Examine some of the things we can reasonably expect from democracy and examine the record of democracy	<b>Examines phenomena, events and their occurrence in order to explain cause and effect relationship between them.</b>
		Will able to understand the importance of people in decision making.	

		Appreciate the form of the government which is always accountable to the people.	
	<b>Economic growth and development.</b> <b>Reduction of inequality and poverty</b>	Comparative analysis of the other forms of the government and find democracy has better outcomes.	
		build their critical thinking skills	
		Critically examine the role of democratic government in distribution of goods and opportunities.	
		Enhance decision making with critical thinking	
	<b>Dignity and freedom of the citizens</b>	Able to appreciate that democracy in India has strengthened the case of the disadvantaged and discriminated castes for equal status and equal opportunity.	

		Able to understand that every individual wants to receive respect and it is possible with democracy.	
		Analysis that freedom of dignity is also there.	
	<b>The Sense of Collective Belonging</b>	Appreciate that how democracy fulfil our expectations in real life.	
		Enhance their communication skills by debating on democracy is successful in reducing in any equalities.	
	Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill		

<b>Chapter 8</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Challenges to democracy</b>	<b>Thinking about challenges</b>	Examine some of the challenges in democracy.	<b>Examines given information, in order</b>

		Will able to analysis that different countries have different kind of challenges.	<b>to analyze and evaluate it.</b>
		Appreciate the form of the government which is always account table to the people.	
	<b>Thinking about political reforms</b>	Comparative analysis of the reforms between three levels central state and local.	
		Able to develop their view towards democracy after participating in decision making.	
		Critically examine the role of democratic government sometimes result may be counter-productive.	
		Enhance decision making with critical thinking	
	<b>Redefining democracy</b>	Able to differentiate between democratic and non-democratic regimes.	

		Enhance decision making power.	
		Invite you to think on your own and come up with your own reading of the challenges.	
	<b>The Sense of Collective Belonging</b>	Appreciate that how democracy fulfil our expectations in real life.	
		Enhance their communication skills by debating on democratic government and politics.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	