

## Class 7

<b>Section I</b>
<b>Suggested pedagogical process</b>
<b>The learner be provided opportunities in pairs /groups / individually and encouraged to —</b>
Engage with key concepts like ecosystem, atmosphere, disasters, weather, climate, climatic regions, etc., using meaningful explanations and appropriate resources
Discuss and share their observations and experiences regarding various aspects of the environment, e.g., components of natural and human made environments, flora and fauna in different ecosystems / climatic regions, kinds of pollution, sources of fresh water in their surroundings, etc.
Explore globe and maps for identifying historical places /kingdoms, climatic regions, and other resources
Use diagrams / models /visuals /audio- visual materials for understanding interior of the earth, formation of different types of landforms, movements of water in the ocean, etc.
Prepare models to display different types of landforms
Collect samples and identify different types of rocks from the vicinity
Participate in mock drill for earthquakes or other disasters
Discuss factors, both natural and human- made that cause disasters like tsunamis, floods, earthquakes, etc.
Discuss similarities and differences in the life of people in different climatic regions of the world, including India
Identify different sources of history available in books /local environment e.g., extracts from manuscripts / maps / illustrations / painting /historical monuments /films, biographical dramas, tele-serials, folk dramas and interpret these to understand the time.
Familiarise with the emergence of new dynasties and prepare a timeline to trace important developments during this time
Enact /dramatise key events of a given historical period /personality like, Razia Sultan, Akbar etc.
Reflect on the changes in society during medieval period and compare it with present day time
Prepare projects: on dynasties /kingdoms / administrative reforms and architectural specialties of a period, e.g., Khaljis, Mughals etc.
Engage with factors contributing to the emergence of new religious ideas and movements through the use of poems of saints /bhajans, kirtans or qawwalis / visits to nearby dargah / gurudwara / temple associated with bhakti or sufi saints and discuss the basic tenets of different religions
Participate in a discussion on the concepts of democracy, equality, State Government, gender, media and advertising
Prepare posters with drawings and pictures on the significance of the Constitution, Preamble, right to equality
And struggles for equality

Observe assembly constituency map of State /UTs
Organise a mock election and youth assembly
Debate about the role of media
Perform a role play with songs and poems about issues such as equality in democracy, discrimination faced by girls etc.
Express views, through descriptive and critical writing, about standards of living of girls and women in rural and urban areas.
Make oral and written presentations about women who worked for a better society
Prepare newspaper collages about the work being done by the State government on select issues (e.g., health, food, agriculture, roads) and some public works undertaken by the MLA of one's own constituency
Do projects (solo, pair or group) about types of advertisements and create advertisements about the need to save water and energy organise awareness drives in one's own locality about sanitation, public health and road safety
Visit any office under the state government
/ UT Administration (e.g., electricity bill office) in one's own locality to observe its functioning and prepare a brief report
Undertake case studies and projects about local markets and shopping complexes through field visits.

## Section II

### Learning Outcomes of NCERT - adapted by CBSE

The learner —	LO Code
Identifies major layers of the earth's interior, rock types, layers of the atmosphere in a diagram.	Identifies major layers of the earth's interior and their characteristics in order to construct a scientific explanation for the changes that take place on the surface of earth.
Locates distribution and extent of different climatic regions on the world map or globe.	Locates distribution and extent of different climatic regions on the world map or globe to understand the differences in climatic pattern in different countries.
Explains preventive actions to be undertaken in the event of disasters, e.g., earthquake, floods, droughts.	Explains preventive actions to be undertaken in the event of disasters, e.g., earthquake, floods, droughts in order to have knowledge of appropriate strategies to save lives and to appreciate the challenges faced during such disasters.
Describes formation of landforms due to various factors.	Describes formation and characteristics of landforms due to various factors in order to understand the topography of various places on the earth.
Explains composition and structure of the atmosphere.	Explains composition and structure of the atmosphere in order to show understanding of the characteristics of the different layers.

Describes different components of the environment and the interrelationship between them.	Describes different components of the environment in order to show understanding of the interrelationship between them.
Analyses factors contributing to pollution in their surroundings and lists measures to prevent it.	Analyses factors contributing to pollution in their surroundings and lists measures to prevent it in order to understand how to protect and conserve the environment.
Reasons and factors leading to diversity in flora and fauna, e.g., climate, landforms, etc.	Reasons and factors leading to diversity in flora and fauna, e.g., climate, landforms, etc. in order to understand the need for sustainable practices in food production, wildlife conservation, etc.
Reflects on the factors leading to disasters and calamities.	Reflects on the factors leading to disasters and calamities in order to understand the consequences of various human actions.
Shows sensitivity to the need for conservation of natural resources– air, water, energy, flora and fauna	Shows sensitivity to the need for conservation of natural resources– air, water, energy, flora and fauna - in order to describe how to protect and conserve the environment.
Draws interrelationship between climatic regions and life of people living in different climatic regions of the world, including India	Describes and analyses climatic regions and human habitations and life of people living in different climatic regions of the world, including India, in order to draw interrelationship between them and compare and contrast them.
Analyses factors that impact development of specific regions	Analyses factors that impact development of specific regions
Provides examples of sources used to study various periods in history	Identifies and provides examples of sources used to study various periods in history
	From books /local environment e.g., extracts from manuscripts / maps / illustrations / painting /historical monuments /films, biographical dramas, tele-serials, folk dramas in order to interpret these to understand the time.
Relates key historical developments during medieval period occurring in one place with another.	Relates key historical developments during medieval period occurring in one place with another and describes them in order to reflect on the changes in society during medieval period and compare it with present day time.
Explains the relationship between livelihood patterns and the geographical condition of the area inhabited, e.g., tribes, nomadic pastoralists and banjaras.	Describes, compares and contrasts the livelihood patterns and the geographical condition of the area inhabited, e.g., tribes, nomadic pastoralists and banjaras. In order to

	explain the relationship between livelihood pattern and geography.
Analyses socio-political and economic changes during medieval period	Analyses socio-political and economic changes during medieval period in order to compare it with present day time.
Analyses administrative measures and strategies for military control adopted by different kingdoms, e.g., the Khaljis, and Tughluqs, Mughals, etc.	Analyses administrative measures and strategies for military control adopted by different kingdoms, e.g., the Khiljis, and Tughluqs, Mughals, etc.in order to compare and contrast them.
Draws comparisons between policies of different rulers	Draws comparisons between policies of different rulers in order to demonstrate evaluation skills.
Describes distinctive developments in style and technology used for construction of temples, tombs and mosques with examples.	Describes distinctive developments in style and technology used for construction of temples, tombs and mosques with examples in order to analyse it in own vocabulary.
Analyses factors which led to the emergence of new religious ideas and movements (bhakti and sufi)	Analyses factors which led to the emergence of new religious ideas and movements (bhakti and sufi)
Draws inferences from poetry of bhakti and Sufi saints about existing social order	Examines the poetry of bhakti and Sufi saints in order to draw inferences from them about existing social order.
Explains the significance of equality in democracy	Explains the significance of equality in democracy
Distinguishes between political equality, economic equality, and social equality	Explains the characteristics of political equality, economic equality, and social equality in order to distinguish between them
Interprets social, political and economic issues in one's own region with reference to the right to equality	Interprets social, political and economic issues in one's own region with reference to the right to equality
Differentiates between local government and state government.	Explains the roles, functions, salient features of local government and state government in order to differentiate between the two.
Describes the process of election to the legislative assembly	Describes the process of election to the legislative assembly
Locates one's own constituency on assembly constituency map of State /UTs and names local MLA	Locates one's own constituency on assembly constituency map of state /UTs and names local MLA
Analyses the causes and consequences of disadvantages faced by women of different sections of the society.	Analyses the causes and consequences of disadvantages faced by women of different sections of the society.

Identifies women achievers in different fields from various regions of India	Identifies women achievers and their achievements in different fields from various regions of India
Illustrates contribution of women to different fields with appropriate examples	Illustrates contribution of women to different fields with appropriate examples
Explains the functioning of media with appropriate examples from newspapers.	Examines various forms, etc. Of media - newspapers /TV /electronic media, etc. – in order to explain the functioning of media with appropriate examples.
Creates an advertisement	Creates an advertisement
Differentiates between different kinds of markets; Traces how goods travel through various market places.	Traces how goods travel through various market places in order to differentiate between different kinds of markets

<b>Section III</b>			
<b>Note: Overall Learning Objectives mapped with Learning Outcome adapted by CBSE for the course: Our Environment</b>			
<b>Chapter 1</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Environment</b>	<b>Natural environment</b>	Students will be able: <ul style="list-style-type: none"> <li>• To understand the different components of Natural environment.</li> <li>• To understand various measures of maintaining natural environment.</li> </ul>	Describes different components of the environment in order to show understanding of the interrelationship between them.
	<b>Human environment</b>	Students will be able: <ul style="list-style-type: none"> <li>• To know about the problems of human environment</li> <li>• To Understand the solutions of the problems that are faced by human environment</li> </ul>	
<b>Chapter 2</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Inside our earth</b>	<b>Interior of the earth: Rocks and minerals</b>	Students will be able: <ul style="list-style-type: none"> <li>• To understand the layered structure of the earth.</li> <li>• To draw and label diagram of earth's layers.</li> <li>• To familiarize with the names of different types of rocks and their uses.</li> <li>• To understand the differences between types of rocks by referring to their properties and methods of formation</li> <li>• To understand the arrangement of the steps involved in the formation of rock in a sequential manner</li> </ul>	Identifies major layers of the earth's interior and their characteristics in order to construct a scientific explanation for the changes that take place on the surface of earth.

Chapter 3	Topic	Learning Objectives	Learning Outcome
<b>Our changing Earth.</b>	<b>Earth movements</b>	Students will be able: <ul style="list-style-type: none"> <li>• To familiarize with the basics of lithospheric plates and plate tectonics.</li> <li>• To understand the difference between endogenic forces and exogenic forces.</li> <li>• To understand the structure and cause of volcanoes and earthquakes.</li> <li>• To understand the landforms caused by agents of denudation like: River, Sea waves, Glacier and Wind.</li> </ul>	Explains preventive actions to be undertaken in the event of disasters.
	<b>Major landforms</b>	Students will be able: <ul style="list-style-type: none"> <li>• To understand the landforms caused by agents of denudation like: River, Sea waves, Glacier and Wind.</li> <li>• To understand the flood plains broad, flat and fertile plain formed due to river deposition due to flooding</li> <li>• To understand loops created due to twisting, turning and bending of rivers over broad level plains is called meanders.</li> <li>• To understand moraines are small pieces of rock, sand and silt debris deposited by glacier where melts.</li> <li>• To understand that a cut-off lake left behind when river breaks away from the bends of meanders is called as oxbolake.</li> </ul>	Describes formation of landforms due to various factors.

Chapter 4	Topic	Learning Objectives	Learning Outcome
Air	<b>Composition of air in atmosphere</b>	Students will be able: <ul style="list-style-type: none"> <li>• To understand the importance of atmosphere</li> <li>• To understand that earth is surrounded by a thick layer of gases called the atmosphere</li> </ul>	Explains composition and structure of the atmosphere in order to show understanding of the characteristics of the different layers.
	<b>Structure of atmosphere</b>	Students will be able: <ul style="list-style-type: none"> <li>• To understand the lower layer of the atmosphere as water vapor and dust particles</li> <li>• To familiarize that the atmosphere is divide into five concentric layers – troposphere, stratosphere, mesosphere, thermosphere and exosphere</li> </ul>	Locates distribution and extent of different climatic regions on the world map or globe to understand the differences in climatic pattern in different countries.  Shows sensitivity to the need for conservation of natural resources– air, water, energy, flora and fauna - in order to describe how to protect and conserve the environment.
	<b>Weather and climate</b>	Students will be able: <ul style="list-style-type: none"> <li>• To understand the phenomena of cloud, fog, wind, rain, etc. occur in the troposphere</li> <li>• To understand the lower part of stratosphere has concentration of ozone, which absorb ultra violet radiation of the sun</li> <li>• To understand that mesosphere is the coldest layer in this layer temperature decreases with height.</li> <li>• To understand the exosphere is the uppermost layer and gradually merges into outer space.</li> </ul>	Analyses factors contributing to pollution in their surroundings and lists measures to prevent it in order to understand how to protect and conserve the environment.

		<ul style="list-style-type: none"> <li>• Weather is hour to hour day to day condition the atmosphere</li> <li>• To understand typical weather condition of an area over a long period of time are its climate</li> <li>• To understand that wind is horizontally moving air near the surface of the earth</li> </ul>	
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Chapter 5	Topic	Learning Objectives	Learning Outcome
<b>Water.</b>	<b>Distribution of water bodies</b>	Students will be able: <ul style="list-style-type: none"> <li>• To understand the classification and distribution of major water bodies.</li> <li>• To understand the cause behind the origin of waves tides ocean currents and their effects.</li> <li>• To understand the continuous circulation of water among the hydrosphere, atmosphere and lithosphere called hydrological cycles.</li> </ul>	Shows sensitivity to the need for conservation of natural resources– air, water, energy, flora and fauna - in order to describe how to protect and conserve the environment.
	<b>Ocean circulation: Tides.</b>	<ul style="list-style-type: none"> <li>• To understand how waves are formed in the ocean or seas when wind blows across the water surface.</li> <li>• To understand amount of salt present in the sea water is Salinity.</li> <li>• To understand when the rain water is soaked by ground is called ground water.</li> <li>• To understand that enormous sea waves caused due to undersea earthquake or volcanic eruption which cause tremendous destruction in coastal areas.</li> <li>• To realize the importance of water conservation.</li> </ul>	

Chapter 6	Topic	Learning Objectives	Learning Outcome
Natural vegetation and wildlife.	<b>Forests:</b> <ul style="list-style-type: none"> <li>• Tropical evergreen forest</li> <li>• Tropical deciduous forest</li> <li>• Temperate evergreen forest</li> <li>• Temperate deciduous forests.</li> <li>• Mediterranean vegetation</li> <li>• Coniferous forests</li> </ul>	Students will be able: <ul style="list-style-type: none"> <li>• To understand the factors that influences the natural vegetation of a place.</li> <li>• To identify the location where different types of natural vegetation flourish.</li> <li>• To understand the difference between various rainforests and their related features.</li> </ul>	Reasons and factors leading to diversity in flora and fauna, e.g., climate, landforms, etc. In order to understand the need for sustainable practices in food production, wildlife conservation, etc.
		Students will be able: <ul style="list-style-type: none"> <li>• To understand the grasslands and other vegetation of the world.</li> <li>• To understand the difference between various rainforests and their related features.</li> </ul>	
	<b>Grasslands:</b> <ul style="list-style-type: none"> <li>• Tropical grasslands</li> <li>• Temperate grasslands</li> <li>• Thorny bushes</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the grasslands and other vegetation of the world.</li> </ul>	

Chapter 7	Topic	Learning Objectives	Learning Outcome
Human environment-Settlement, transport and communication	Settlement	understand our dwellings and their types.	Reflects on the factors leading to disasters and calamities in order to understand the consequences of various human actions.
	Transport and communications.	Students will be able <ul style="list-style-type: none"> <li>• To understand the different modes of transport and their importance</li> <li>• To understand various types of communication mediums.</li> </ul>	

			measures to prevent it in order to understand how to protect and conserve the environment.
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Chapter 8	Topic	Learning Objectives	Learning Outcome
Human environment interactions- Tropical and sub-tropical regions.	<b>Life in the amazon basin:</b> <ul style="list-style-type: none"> <li>• Climate</li> <li>• Rainforests</li> <li>• People of the rainforests</li> </ul>	<ul style="list-style-type: none"> <li>• To understand by tropical and sub-tropical areas and the features of both regions.</li> <li>• To understand the real life connects with tropical and sub-tropical regions.</li> <li>• To understand about amazon basin and wildlife around that.</li> </ul>	Draw interrelationship between climatic regions and life of people living in different climatic regions of the world, including India.
	<b>Life in the ganga-Brahmaputra basin.</b>	<ul style="list-style-type: none"> <li>• To understand lifestyle, flora and fauna, people's occupation in and around Ganga-Brahmaputra region.</li> <li>• Analyze how these regions are same and different from each other in different perspectives.</li> </ul>	Analyses factors contributing to pollution in their surroundings and lists measures to prevent it.

Chapter 9	Topic	Learning Objectives	Learning Outcome
Life in the temperate grasslands	<b>The Prairies:</b> <ul style="list-style-type: none"> <li>• Flora and fauna</li> <li>• Climate</li> <li>• People</li> </ul>	Students will be able <ul style="list-style-type: none"> <li>• To understand about prairies region of North America.</li> <li>• To understand about surplus region, (Granaries of the world)</li> <li>• Due to surplus of wheat production in North America's prairies region.</li> <li>• To understand real lives, connect with grasslands region.</li> </ul>	Shows sensitivity to the need for conservation of natural resources-air, water, energy, flora and fauna.
			Analyses factors that impact development of specific regions

		<ul style="list-style-type: none"> <li>To understand about the feature of two grasslands region- Prairies of North America and Velds of South Africa</li> </ul>	
	<b>The Velds:</b> <ul style="list-style-type: none"> <li><b>Flora and fauna</b></li> <li><b>Climate</b></li> <li><b>People</b></li> </ul>	<ul style="list-style-type: none"> <li>To understand lifestyle, flora-fauna, people's occupation I and around Velds' region.</li> <li>To understand economical advantage of minerals like- Gold and diamonds of Velds' region</li> <li>To understand and analyze how these regions are same and different from each other in different perspectives.</li> </ul>	Analyses factors that impact development of specific regions

Chapter 10	Topic	Learning Objectives	Learning Outcome
<b>Life in the desert</b>	<b>The hot desert – Sahara:</b> <ul style="list-style-type: none"> <li><b>Climate</b></li> <li><b>Flora and fauna</b></li> <li><b>People</b></li> </ul>	Students will be able: <ul style="list-style-type: none"> <li>To understand about the features of two desert regions-The Sahara Desert of Africa and Ladakh of India.</li> <li>To familiarize with the desert region with illustrations.</li> <li>To understand and analyze how these regions are same and different from each other in different perspectives.</li> </ul>	Describes and analyses climatic regions and human habitations and life of people living in different climatic regions of the world, including India, in order to draw interrelationship between them and compare and contrast them.
	<b>The cold desert: Ladakh</b> <ul style="list-style-type: none"> <li><b>Flora and fauna</b></li> <li><b>Climate</b></li> <li><b>People</b></li> </ul>	Students will be able: <ul style="list-style-type: none"> <li>To understand about lifestyle, flora and fauna, people's occupation around Ladakh region.</li> </ul>	Analyses factors that impact development of specific regions

		<ul style="list-style-type: none"> <li>To familiarize with the goods that re produced in summer Ladakh and exported all over the world.</li> </ul>	
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**Note: Overall Learning Outcome for the course: Social and Political life**

Chapter 1	Topic	Learning Objectives	Learning Outcome
<b>On Equality</b>	<b>Concepts of Equality:  Challenges of a Democratic Country</b>	Students will be able: <ul style="list-style-type: none"> <li>To understand the concept of equality and challenges of a democratic country.</li> <li>To familiarize the concept of Adult Franchise- above the age of 18 every citizen can vote.</li> <li>To understand, religion, caste, gender inequality also becomes the reason of discrimination.</li> <li>To understand that the Government also ensures that every citizen is treated equally.</li> <li>To acquaintance with the Constitution of India has also made provision to enforce equality.</li> <li>To understand Government Initiatives like mid-day meal an effort in bringing about equality</li> </ul>	Explains the significance of equality in democracy
			Explains the characteristics of political equality, economic equality, and social equality in order to distinguish between them
			Interprets social, political and economic issues in one's own region with reference to the right to equality.

Chapter 2	Topic	Learning Objectives	Learning Outcome
<b>Role of government in health</b>	<b>What is health:</b> <ul style="list-style-type: none"> <li><b>Healthcare in India</b></li> </ul>	Students will be able:	Explains the roles, functions, salient features of local government and state

		<ul style="list-style-type: none"> <li>• To understand that health not only refers to physical health but also the mental and social health.</li> <li>• To familiarize with the various aspects of healthcare in India.</li> <li>• To understand, that to prevent and treat illness appropriate healthcare facilities such as health centers hospitals laboratories for testing, ambulance services blood banks are needed.</li> </ul>	government in order to differentiate between the two.
	<p><b>Public and Private Healthcare services:</b></p> <ul style="list-style-type: none"> <li>• <b>Healthcare and Equality</b></li> <li>• <b>What can be done</b></li> <li>• <b>The Kerala experience</b></li> </ul>	<ul style="list-style-type: none"> <li>• To familiarize with the public health services are the chain of health centers and hospitals run by the government.</li> <li>• To understand that the right to life of every person to be ensured by the government as its duty.</li> <li>• To familiarize that besides the government private health facilities are also helping the government in every corner of the country.</li> <li>• To understand that all the 3333classes of society having equal rights to avail public healthcare services as well as private healthcare services</li> <li>• To understand that various factors besides the cost are to be solved for availing proper healthcare services.</li> </ul>	
	<b>The Costa Rican approach</b>	understand the approach of another countries to issues of health	

Chapter 3	Topic	Learning Objectives	Learning Outcome
<p><b>How the State Government works</b></p>	<p><b>How State Government functions.</b></p>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>To understand the organization of the state Government includes the Governor, The State Legislature and the state Council of Ministers.</li> <li>To understand the Governor of the state is the nominal head of the executive.</li> <li>The duration of the legislative assembly is 5 years. Each state is divided into different areas or constituencies.</li> <li>To understand the political party that has majority is called a ruling party.</li> <li>To understand the chief minister and other ministers have the responsibility of running various government departments.</li> </ul>	<p>Explains the roles, functions, salient features of local government and state government in order to differentiate between the two.</p> <hr/> <p>Describes the process of election to the legislative assembly</p>
	<p><b>What is the role of Government in making and implementing Laws?</b></p>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>To understand how chief minister and various ministers have to take-action and they do so through various departments like public work department, health department, education department.</li> <li>To understand issues connected with the working of their state government like an education programme, any issuance of law and order, mid-day meal etc.</li> </ul>	<p>Locates one's own constituency on assembly constituency map of state /UTs and names local MLA</p>

Chapter 4	Topic	Learning Objectives	Learning Outcome
<b>Growing up as Girls and Boys.</b>	<b>Concept of Gender</b> <ul style="list-style-type: none"> <li>• <b>Values of boys and girls.</b></li> <li>• <b>Necessity for equality between man and woman.</b></li> </ul>	Students will be able: <ul style="list-style-type: none"> <li>• To understand that gender roles refer to how an individual adopts himself to the role prescribed for his or her sex by the society.</li> <li>• Explain the difference between patriarchal and matriarchal society.</li> <li>• The gender roles have created disparity everywhere. Men and women are not treated equally in most of the societies.</li> <li>• In the 19<sup>th</sup> century, changes begin to take place as women also fought for their rights.</li> <li>• Several women have broken the convention and entered into areas dominated by men.</li> <li>• To understand poverty, early marriage, family responsibilities are some of the sectors that prevent the education women.</li> </ul>	Analyses the causes and consequences of disadvantages faced by women of different sections of the society.
			Identifies women achievers and their achievements in different fields from various regions of India

Chapter 5	Topic	Learning Objectives	Learning Outcome
<b>Women change the world.</b>	<b>Fewer opportunities and rigid expectations.</b>	Students will be able:	Identifies women achievers and their achievements in different fields from various regions of India

		<ul style="list-style-type: none"> <li>• To understand the inequality and injustice faced by females.</li> <li>• To familiarize with the various roles played by women in the society.</li> <li>• Several women have broken the convention and entered into areas dominated by men.</li> <li>• To understand poverty, early marriage, family responsibilities are some of the sectors that prevent the education women.</li> </ul>	Illustrates contribution of women to different fields with appropriate examples
	<b>Learning For change</b>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>• To understand the need for upliftment, and educating the women</li> <li>• To familiarize with the various biographies of great women.</li> </ul>	
	<b>Schooling and education today</b>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>• To analyze the school going percentage in primary elementary and secondary classes of SC, ST, Adivasi, Dalit, Muslim (all girls).</li> <li>• To understand the Gender discrimination in families.</li> </ul>	
	<b>Women's movement</b>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>• To understand campaigns to fight discrimination and violence against women</li> </ul>	

Chapter 6	Topic	Learning Objectives	Learning Outcome
<b>Understanding Media.</b>	<b>Understanding Media</b>	Students will be able: <ul style="list-style-type: none"> <li>• To understand what is media, what is print media, electronic media and the comparisons of all media.</li> <li>• To understand and recognize the role of big business in the media coverage of events.</li> <li>• To understand the strong links between media and technology, media and big business.</li> <li>• To understand how mass media is constantly thinking of ways to make money</li> </ul>	Examines various forms, etc. Of media - newspapers /TV /electronic media, etc. – in order to explain the functioning of media with appropriate examples.
	<b>Media and Technology.</b>		
	<b>Media and Money</b>		
	<b>Media and democracy</b>	Students will be able: <ul style="list-style-type: none"> <li>• To understand how media plays a very important role in providing News and discussing events taking place in the country and world.</li> <li>• To understand how the media influences our thoughts, feelings and actions and bring those issues to our attention.</li> </ul>	
	<b>Setting Agendas</b>	Students will be able: <ul style="list-style-type: none"> <li>• Students would be able to identify how the media sets the agenda through influencing our perceptions of issues.</li> <li>• To understand the significance influence of media that plays in our lives and in shaping our thoughts.</li> </ul>	

Chapter 7	Topic	Learning Objectives	Learning Outcome
<b>Understanding Advertising</b>	<b>Building Brands and Brand Values.</b>	Students will be able:	Creates an advertisement

		<ul style="list-style-type: none"> <li>To understand that advertising is all about building Brands. Branding means stamping a product with a particular name or sign.</li> <li>To understand that social advertisements refer to advertisements made by the state or private agencies that have a larger message for society.</li> <li>Advertising makes us believe that things that are packages are better than things that do not come in packets.</li> </ul>	
	<b>Brand values and social values</b>	Students will be able: <ul style="list-style-type: none"> <li>The brand values are conveyed through the use of visuals and words to give us an overall image that appeals to us.</li> </ul>	
	<b>How does an advertisement get made?</b>	understand that advertisings are an important part of our social and cultural life today and it creates a difference.	
	<b>Advertising and democracy</b>	Analyse advertising tends to promote a certain lack of respect for the poor.	

Chapter 8	Topic	Learning Objectives	Learning Outcome
<b>Markets around us.</b>	<b>Market:</b> <ul style="list-style-type: none"> <li><b>Weekly Market.</b></li> <li><b>Shops in the Neighbourhood.</b></li> <li><b>Chain of Markets.</b></li> </ul>	Students will be able: <ul style="list-style-type: none"> <li>To understand the markets around us.</li> <li>To understand the chain of markets i.e. formed before goods can reach us.</li> <li>To understand about different kinds of Markets.</li> </ul>	Traces how goods travel through various market places in order to differentiate between different kinds of markets

	<b>Markets everywhere.</b>	Students will be able: <ul style="list-style-type: none"> <li>To understand how the goods that are sold reach to buyers.</li> </ul>	
	<b>Markets and Equality.</b>	understand that who these were buyers are and who these sellers are and the sorts of problems they face.	

Chapter 9	Topic	Learning Objectives	Learning Outcome
<b>A shirt in the Market</b>	<b>A cotton farmer in Kurnool</b>	Students will be able: <ul style="list-style-type: none"> <li>To be able to know about that in markets opportunities are highly unequal.</li> <li>To learn about some ways such as cooperative marketing, which can provide better return to the producers?</li> </ul>	Traces how goods travel through various market places in order to differentiate between different kinds of markets
	<b>The cloth market of Erode: The shirt in the United States.</b>	Students will be able: <ul style="list-style-type: none"> <li>To understand the various problems faced by the buyers and sellers.</li> <li>To recognize the significance of weavers' cooperatives.</li> </ul>	
	<b>Who are the gainers in the market? Market and equality.</b>	appraise the significance of buying and selling which takes place in diverse ways?	

Chapter 10	Topic	Learning Objectives	Learning Outcome
<b>Struggles for Equality</b>	<b>Struggles for Equality</b>	Students will be able: <ul style="list-style-type: none"> <li>To Understand the true meaning of equality</li> <li>To make aware of the idea of democracy.</li> <li>To understand how people, struggle for equality.</li> </ul>	Explains the characteristics of political equality, economic equality, and social equality in order to distinguish between them

	<b>Tawa Matsya Sangh</b>	Students will be able: <ul style="list-style-type: none"> <li>To understand, the various problems faced by different types of people.</li> </ul>	Interprets social, political and economic issues in one's own region with reference to the right to equality
	<b>The Indian constitution as a living document</b>	Students will be able: <ul style="list-style-type: none"> <li>To familiarize that what are the other basis of inequality apart from caste and religion</li> </ul>	

**Note: Overall Learning Outcome for the course: Our past – II**

<b>Chapter 1</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Tracing changes through a thousand years</b>	<b>New and old terminologies</b>	Students will be able: to understand power struggles among Rajput, pala's, pratiharas, rashtrakutas and cholas	Relates key historical developments during medieval period occurring in one place with another and describes them in order to reflect on the changes in society during medieval period and compare it with present day time.
	<b>Historians and their resources</b>	Students will be able: <ul style="list-style-type: none"> <li>To know that calligraphy and the cartography are also developed during medieval period</li> </ul>	
	<b>New social and political groups</b>	Students will be able: <ul style="list-style-type: none"> <li>To understand new social and political groups emerged such as Rajput's, Sikhs and jatts</li> </ul>	
	<b>Region and empire</b>	Students will be able: <ul style="list-style-type: none"> <li>To establishment of Delhi sultans and Mughal empire</li> </ul>	
	<b>Old and new religions Thinking about time and historical periods</b>	Students will be able: <ul style="list-style-type: none"> <li>To understand changes in Hinduism were worship of new deities, the construction the temples and growing importance of Brahmans</li> <li>To know about the appearance of Islam in subcontinent</li> </ul>	

Chapter 2	Topic	Learning Objectives	Learning Outcome	
<b>New Kings and Kingdom</b>	<b>The emergence of new dynasties:</b>	understand about many new dynasties that emerged after 17 <sup>th</sup> century.	Analyses socio-political and economic changes during medieval period in order to compare it with present day time.	
	<b>Administration in the kingdoms</b>	understand about the titles adopted by new kings.		
	<b>Prashastis and land grants</b>	understand about the resources of finance of king's establishment.		
	<b>Warfare for wealth</b>			understand about the role of Brahmins in the role of administration.
				understand about the various authors who wrote long Sanskrit poems, inscriptions, documents, eyewitness containing the history of kings.
				understand that Kalhana, unlike the writers of Prashastis often critical about rulers
				understand that the afghan warrior (Sultan Mahmud of Ghazni) raided the sub-continent for wealth and wealthy temples.
	understand about the other kings who engaged in warfare.			
	<b>The Cholas</b>	understand how did the cholas rise to power.	Describes, compares and contrasts the livelihood patterns and the geographical condition of the area inhabited, e.g., tribes, nomadic pastoralists and banjaras. In order to explain the relationship between livelihood pattern and geography.	
	<b>From Uraiyur to Thanjavur</b>	understand the Cholas' temples were to only places of worship; they were the hub of economic, social and cultural life as well		
	<b>Splendid temples and bronze sculptors</b>	understand the administration of Chola government.		
	<b>The administration of the empire</b>			

Chapter 3	Topic	Learning Objectives	Learning Outcome
<b>The Delhi sultans</b>	<b>Finding out about the Delhi sultans:</b> <ul style="list-style-type: none"> <li>• <b>The expansion of Delhi sultanate</b></li> </ul>	Students will be able: <ul style="list-style-type: none"> <li>• To understand that the transformation of Delhi into a capital that controlled vast areas of the sub-continent</li> <li>• To understand various inscriptions, coins and architecture provide a lot of information to the historians.</li> <li>• To understand that authors advised rulers on the need to preserve an ideal social order based on birthright and gender distinctions.</li> <li>• To understand that in the early 13<sup>th</sup> century the control of Delhi sultans rarely went beyond heavily fortified towns occupied by garrisons.</li> <li>• To understand military expeditions into southern India started during the reign of Alauddin Khilji and culminated with Muhammad Tughluq.</li> <li>• To understand that Delhi sultans demonstrated their claims to be protectors of Islam and Muslims</li> </ul>	Analyses administrative measures and strategies for military control adopted by different kingdoms, e.g. the Khaljis, Tughluqs and Mughals etc.
	<b>Administration and consolidation under the Khaljis and Tughlaqs</b>	<ul style="list-style-type: none"> <li>• To understand that early Delhi sultans favored their special slaves called Bandagan and continued to use them to understand that slaves and clients were more loyal to their masters as a result the accession of a new monarch often saw conflict between the old and the new nobility.</li> <li>• To understand the three types of taxes and the revenue collectors (old chieftains and landlords)</li> </ul>	Draws comparisons between policies of different rulers.
	<b>The sultanate in the 15<sup>th</sup> and 16<sup>th</sup> century</b>	Students will be able:	

		<ul style="list-style-type: none"> <li>To understand the establishment of state after the emergence of new ruling groups like the Afghans and Rajputs.</li> </ul>	
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Chapter 4	Topic	Learning Objectives	Learning Outcome
<b>The Mughal Empire</b>	<b>Who were the Mughals:</b> <ul style="list-style-type: none"> <li><b>Mughal military campaigns</b></li> <li><b>Mughal traditions of successions</b></li> </ul>	<ul style="list-style-type: none"> <li>Mughals their ancestors and successors.</li> <li>To understand various campaigns of Mughal military.</li> <li>To understand the Mansabdars position, ranks and responsibilities</li> </ul>	Analyses administrative measures and strategies for military control adopted by different kingdoms, e.g., the Khiljis, and Tughluqs, Mughals, etc.in order to compare and contrast them.
	<ul style="list-style-type: none"> <li><b>Mughal relations with other rulers</b></li> </ul>	<ul style="list-style-type: none"> <li>To understand the relations of Mughals with other rulers (Rajput, Sisodia).</li> <li>To understand the consequence of insulting Shivaji by Aurangzeb.</li> </ul>	
	<b>Mansabdars and Jagirdars.</b> <b>(i) Zabt and Zamindars</b>	understand the main source of income, the revenue system of Mughals (Zabt).	Draws comparisons between policies of different rulers in order to demonstrate evaluation skills.
	<b>Akbar policies</b>	understand the policies of Akbar as discussed by Abul Fazal in his book Akbar-Nama.	
	<b>The Mughal Empire in 17<sup>th</sup> Century and after.</b>	understand the administrative and military efficiency of the Mughal Empire that lead to a great economy and commercial prosperity.	

Chapter 5	Topic	Learning Objectives	Learning Outcome
<b>Rulers and buildings.</b>	<ul style="list-style-type: none"> <li><b>Engineering skills and construction.</b></li> </ul>	Students will be able: <ul style="list-style-type: none"> <li>To understand the super structures and their technologies of construction.</li> </ul>	Describes distinctive developments in style and technology used for

	<ul style="list-style-type: none"> <li>• <b>Building temples, mosque and tanks.</b></li> </ul> <p><b>(i) Why were temple destroyed.</b></p> <p><b>(ii) Gardens, tombs and forts.</b></p>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>• To understand that building temples, mosque and tanks meant to demonstrate the power.</li> <li>• To understand that destruction of temples was due to the display of rulers their political might and military success.</li> <li>• To understand the several important architectural innovations during Akbar's reign.</li> </ul>	<p>construction of temples, tombs and mosque with examples.</p>
	<p><b>Region and Empire</b></p>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>• To understand the traditions of one region adopted by another.</li> <li>• To understand the creation of large empires that brought different regions under their rule help in this cross fertilization of artistic forms and architectural styles.</li> </ul>	

Chapter 6	Topic	Learning Objectives	Learning Outcome
<p><b>Towns, Traders and crafts persons.</b></p>	<p><b>Administrative centres:</b></p> <ul style="list-style-type: none"> <li>• <b>Temple, towns and pilgrimage centres</b></li> </ul>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>• To be able to examine the difference between founded towns and those that grow as a result of trade.</li> <li>• To understand that there were many kinds of traders. Several traders specially horse traders formed association with headman.</li> </ul>	<p>Describes distinctive developments in style and technology used for construction of temples, tombs and mosques with examples in order to analyse it in own vocabulary.</p>
	<p><b>A network of small towns:</b></p> <ul style="list-style-type: none"> <li>• <b>Traders - big and small</b></li> <li>• <b>Crafts in towns</b></li> </ul>	<p>be able to examine the difference between founded towns and those that grow as a result of trade.</p>	

	<b>A closer look: Hampi, Masulipatnam, Surat:</b> <ul style="list-style-type: none"> <li>• <b>The architectural splendour of Hampi</b></li> <li>• <b>A gateway to the west: Surat</b></li> </ul>	Students will be able: <ul style="list-style-type: none"> <li>• To understand that Surat was the emporium of western trade</li> <li>• To understand about the crafts persons of Bidar famous for their inlay work called Bidari</li> <li>• To understand Hampi was the nucleus of Vijayanagar Empire and its architecture was distinctive.</li> </ul>	
	<b>Fishing in troubled waters: Masulipatnam</b> <ul style="list-style-type: none"> <li>• <b>New towns and traders</b></li> </ul>	<ul style="list-style-type: none"> <li>• To understand about the town Masulipatnam that was under the control of Dutch and English East India company</li> </ul>	

Chapter 7	Topic	Learning Objectives	Learning Outcome
<b>Tribes, nomads and settled communities</b>	<b>Tribal Societies.</b> <b>(i) Who are tribal people?</b> <b>(ii) How nomads and mobile people live?</b>	Students will be able: <ul style="list-style-type: none"> <li>• To understand the societies in the sub-continent which did not follow the social rules and rituals prescribed by the Brahmans called tribal.</li> <li>• To understand that tribal people were found almost every region of sub-continent. Only their area and influence of tribe varied at different point of times.</li> <li>• To understand the nomadic pastoralists moved over long distance with their animals and also known as Banjaras.</li> </ul>	Describes, compares and contrasts the livelihood patterns and the geographical condition of the area inhabited, e.g., tribes, nomadic pastoralists and banjaras. In order to explain the relationship between livelihood pattern and geography.
	<ul style="list-style-type: none"> <li>• <b>New castes and hierarchies</b></li> </ul>	<ul style="list-style-type: none"> <li>• To understand the various castes and in the society given them the status of Jaatis as per their economic activities like carpenters, smiths, masons etc.</li> <li>• To understand the tribes, the gond from Gondwana region and the ahoms migrated to Brahmaputra valley from Myanmar</li> </ul>	

Chapter 8	Topic	Learning Objectives	Learning Outcome
<b>Devotional paths to the Divine</b>	<b>The idea of Supreme God:</b> <ul style="list-style-type: none"> <li>• A new kind of Bhakti in South India- Nayanars &amp; Alvars</li> </ul>	Students will be able: <ul style="list-style-type: none"> <li>• To understand the idea of a supreme god.</li> <li>• To be familiar with the emergence of religious movements led by Nayanars (Saints devoted to Shiva) and Alvars (Saints devoted to Vishnu)</li> </ul>	Analyses factors which led to the emergence of new religious ideas and movements (bhakti and sufi)
	<b>Philosophy of Bhakti: Basavanna's virashivism</b>	understand the philosophies of Shankara (Kerala) and Ramanuja (Tamil Nadu)	
	<b>The Saints of Maharashtra:</b> <ul style="list-style-type: none"> <li>• Nathpanthis, Siddhas and Yogis</li> </ul>	get acquaintance with the Marathi Saints, Poets (Eknath, Janeshwar, Naamdev, Tukaram, Sakkubai and the family of ChokhaMela)	
	<b>Islam and Sufism</b>	understand the Islam and Sufi saints	
	<b>New religious developments in North India:</b> <ul style="list-style-type: none"> <li>• Kabir</li> <li>• Guru Nanak</li> </ul>	analyze the new philosophies which reject all orthodox religion by Kabir and Guru Nanak	

Chapter 9	Topic	Learning Objectives	Learning Outcome
<b>The making of regional cultures</b>	<b>The Cheras and the development of Malayalam</b>	understand the Chera kingdom of Mahodyapuram	Analyses administrative measures and strategies for military control adopted by different kingdoms, e.g.,

	<b>Rulers and religious traditions:</b> <ul style="list-style-type: none"> <li>• <b>The Jagannatha cult</b></li> <li>• <b>The Rajputs and traditions of Heroism</b></li> </ul>	Students will be able: <ul style="list-style-type: none"> <li>• To understand regional cultures that grew around religious traditions like Jagannatha (Literary Lord of the World, a name for Vishnu in Orissa).</li> <li>• To understand the Rajputana traditions often recognized as contributing to the distinctive culture of Rajasthan</li> </ul>	the Khiljis, and Tughluqs, Mughals, etc.in order to compare and contrast them.
	<b>Beyond regional Frontiers: The story of Kathak</b>	Students will be able to familiarize with the history of dance of Kathak	
	<b>Painting for Patrons: The Tradition of Miniatures</b>	Students will be able to understand the tradition that developed in different ways was that of miniature painting.	
	<b>Bengal:</b> <ul style="list-style-type: none"> <li>• <b>The growth of regional language</b></li> <li>• <b>Pirs and Temples</b></li> <li>• <b>Fish as food</b></li> </ul>	Students will be able <ul style="list-style-type: none"> <li>• To understand the growth of regional language Bengali, which is derived from Sanskrit?</li> <li>• To understand the rich culture of East Bengal where Mughals set up mosques that served as centers for religious transformation in these areas.</li> <li>• To understand the migrated West Bengal to South East Bengal merged their with the local peasants.</li> <li>• To familiarize with the traditional food habits of Bengali people.</li> </ul>	

Chapter 10	Topic	Learning Objectives	Learning Outcome
<b>18<sup>th</sup> century Political formations</b>	<b>The crisis of the empire and the later Mughals:</b> <ul style="list-style-type: none"> <li>• <b>Emergence of new states</b></li> <li>• <b>The old Mughal provinces</b></li> </ul>	Students will be able: <ul style="list-style-type: none"> <li>• To understand that the Later Mughals were puppets in the hands of either one or other Powerful groups.</li> <li>• To understand how the Mughal gradually fragmented into a number of regional states.</li> <li>• To understand and to know about the old Mughal- Hyderabad, Awadh &amp; Bengal.</li> </ul>	Draws comparisons between policies of different rulers in order to demonstrate evaluation skills.
	<b>The Watan jaghirs of the Rajput</b>	Students will be able to know about various Rajput kings belonging to Amber and Jodhpur had served under the Mughals with distinction.	
	<b>The ceasing Independence:</b> <ul style="list-style-type: none"> <li>• <b>The Sikhs</b></li> <li>• <b>The Marathas</b></li> <li>• <b>The Jaats</b></li> </ul>	Students will be able: <ul style="list-style-type: none"> <li>• To understand the emergence of Khalsa by Guru Gobind Singh.</li> <li>• To understand the Sikhs inspired by Khalsa beliefs declared their sovereign rule.</li> <li>• To know about Shivaji who carved out a stable empire with the support of powerful warrior families.</li> <li>• To understand the endless military campaigns by the Marathas.</li> <li>• To know about the Jaats who were prosperous agriculturists developed the kingdom of Bharatpur.</li> </ul>	