

basic understanding of social life are further sharpened to enable methods of inquiry and understanding of conceptual structures within Social Science. While in the Middle Stage, understanding and capacities are developed in an integrated manner, in the Secondary Stage (Grades 9 and 10), students more formally enter the disciplinary domains of History, Geography, Economics, and Political Science. This enables them to develop disciplinary rigour in both, the methods and concepts of Social Science. Students get adequate exposure to Social Science as a discipline and with this understanding, they can make informed choices about pursuing Social Science as a specialisation in Grades 11 and 12.

5.4.1 Curricular Goals and Competencies

5.4.1.1 Middle Stage

CG-1 Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations	C-1.1	Collects and interprets multiple sources of information (primary and secondary) to understand the historical, cultural, geographical, and socio-political aspects of human life
	C-1.2	Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps
CG-2 Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes	C-2.1	Explains and analyses major changes in the past and their impact on society
	C-2.2	Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society
CG-3 Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life	C-3.1	Analyses the effect of various changes in early human society from nomadism to settled life and early civilisation (such as, the emergence of agriculture, changes in food habits, basic technologies like construction, transport, pottery, metallurgy), and changes in human habitation, family structures and relationships, the nature of work, people's socio-cultural beliefs and concepts over time (e.g., <i>Ahimsa</i> , and the fallout of major wars or invasions) that significantly impacted human societies
	C-3.2	Identifies reasons behind harmony and conflict among social groups and communities, in their region and in other parts of the world, and their impact on human societies
CG-4 Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions	C-4.1	Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society
	C-4.2	Assesses the influence of social, cultural, and political institutions on an individual or group or community or society in general

CG-5 Understands various forms of inequality and prejudice in society, from those prevalent in a family to those at a community or regional or national level and also the initiatives and efforts at various levels to address these issues	C-5.1	Identifies, explains, and raises questions about different forms of inequality, prejudice, and discrimination prevailing in one's own family, locality, region, and national and global levels
	C-5.2	Identifies, explains, and appreciates efforts (being) made at different levels through various (including social, cultural, economic, and political) mechanisms and institutions, and what individuals can do, to address these to ensure equity, inclusion, and justice
CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.1	Explains key natural phenomena, such as, climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed
	C-6.2	Identifies the distribution of resources, such as, water, agriculture, raw materials, and services across geographies
	C-6.3	Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change
	C-6.4	Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts)
CG-7 Appreciates the importance and meaning of being Indian (<i>Bharatiya</i>) by understanding (a) India's rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India	C-7.1	Explains India's unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines, traditions, festivals, trade, commerce, and health practices including <i>Ayurveda</i> and yoga
	C-7.2	Discovers the topographical diversity of the Indian landmass from the semi-arid zone in the west and the areas of heavy rains in the north-east to the long coastal areas in the south and the snow-clad mountains in the north, as well as, the rich biodiversity of the country
	C-7.3	Appreciates India's tradition of inclusion across communities and social groups, and its influence in vast parts of the world through its cultural elements

<p>CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society</p>	<p>C-8.1 Understands the need for a constitution for any country during the last few centuries, especially in a country, such as, India and its deeper objectives</p> <p>C-8.2 Explains the process of formation of the Indian Constitution and understands the ideas and ideals of the Indian national movement enshrined in it as well as those drawn from India's civilisational heritage</p> <p>C-8.3 Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroots level</p>
<p>CG-9 Understands the processes of economic activities (production and consumption, trade, and commerce)</p>	<p>C-9.1 Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society</p>
<p>CG-10 Understands and appreciates the contributions of India through history and in the present times, to the overall field of Social Science, including the different disciplines that constitute it</p>	<p>C-10.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an integrated manner along with the particular matter, illustratively, understands the strengths of India's democratic traditions through its history</p>
<p>CG-11 In the curricular goals CG-1 to CG-10, there is a basic and adequate understanding of the history, geography, and culture of the locality, region, and country</p>	<p>Note: Competencies for this Curricular Goal have already been incorporated under CG-1 to CG-10</p>

5.4.1.2 Secondary Stage (Grades 9 and 10)

<p>CG-1 Understands and analyses the important phases in Indian history and draws insights to understand present-day India</p>	<p>C-1.1 Explains historical events and processes using different types of sources, with specific examples from Indian history</p> <p>C-1.2 Explains and analyses the chronology of human life on the Indian subcontinent, from prehistory to its civilisational beginnings and beyond, and its relations with other civilisations over time, such as, those in Mesopotamia, Greece, Central Asia, China, South-east Asia, Arabia, and Eastern Africa.</p> <p>C-1.3 Traces aspects of continuity and change in different phases of history across the Indian subcontinent (including cultural trends, social and religious trends and reforms, and economic and political transformations)</p> <p>C-1.4 Explains the growth of new indigenous ideas across India including in Mathematics, Philosophy, Science and Technology, Medicine, Architecture, Agriculture, Literature and Art, and Social Science (such as, zero and the Indian number system, <i>Ahimsa</i>, the six systems of Indian philosophy, <i>Ayurveda</i>, yoga, the 22 <i>Shrutis</i> of Indian music, horticulture, use of herbs and spices, etymology, metres, and grammar) and how they affected the course of Indian and world history</p>
<p>CG-2 Analyses the important phases in world history and draws insights to understand the present-day world</p>	<p>C-2.1 Explains historical events and processes with different types of sources, with specific examples from world history</p> <p>C-2.2 Explains and analyses the chronology of human life from its beginnings to nomadism to settled life and other phases of human civilisation</p> <p>C-2.3 Traces aspects of continuity and change in different phases of world history (including cultural trends, social and religious reforms, and economic and political transformations)</p> <p>C-2.4 Explains the growth of new ideas and practices across the world (including humanism, mercantilism, industrialisation, scientific developments and explorations, imperialism, colonialism, the rise of new nation-states across the world, and various technologies including the most current) and how they affected the course of world history</p> <p>C-2.5 Recognises the various practices that arose, such as, those in C-2.4, and came to be condemned later on (such as, racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and have left unhealed wounds</p>

<p>CG-3 Understands the idea of a nation and the emergence of the modern Indian Nation</p>	<p>C-3.1 Analyses the meaning of nation and how the concept evolved over time across the world and in the specific context of India, including its roots in the rich civilisational history of the Indian subcontinent</p> <p>C-3.2 Identifies and analyses important phases of the Indian national freedom struggle against British colonial rule, with special reference to the movement led by Mahatma Gandhi and other important figures as well as those that led to independence, and understands the specific Indian concepts, values and methods (such as, <i>Swaraj</i>, <i>Swadeshi</i>, passive resistance, fight for <i>Dharma</i>, self-sacrifice, <i>Ahimsa</i>) that played a part in achieving Independence</p>
<p>CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region</p>	<p>C-4.1 Locates physiographic regions of India and the climatic zones of the world on a globe or map</p> <p>C-4.2 Explains important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region</p> <p>C-4.3 Draws inter-linkages between various components of the physical environment, such as, climate and relief, climate and vegetation, vegetation and wildlife</p> <p>C-4.4 Analyses and evaluates the inter-relationship between the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos that resulted in practices of nature conservation</p> <p>C-4.5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them</p> <p>C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation</p>

<p>CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government</p>	<p>C-5.1 Understands that the Indian Constitution draws from the great cultural heritage and common aspirations of the Indian nation, and recalls India's early experiments with democracy (assemblies in Mahajanapadas, kingdoms and empires at several levels of the society, guilds, <i>Sanghas</i> and <i>Ganas</i>, village councils and committees, Uthiramerur inscriptions)</p> <p>C-5.2 Appreciates fundamental Constitutional values and identifies their significance for the prosperity of the Indian nation</p> <p>C-5.3 Explains that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties</p> <p>C-5.4 Analyses the basic features of a democracy and democratic government and its history in India and across the world and compares this form of government with other forms of government</p> <p>C-5.5 Analyses the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as, the media, civil society, socio-religious institutions, and community institutions</p>
<p>CG-6 Understands and analyses social, cultural, and political life in India over time, as well as, the underlying historical Indian ethos and philosophy of unity in diversity, and recognises challenges faced in these areas in the past and present and the efforts (being) made to address them</p>	<p>C-6.1 Understands how the Indian ethos and the cultural integration across India did not attempt uniformity, but respected and promoted a rich diversity in Indian society, and how this harmonisation and unity in diversity, with a historical respect for all cultures, women have counted among India's great strengths by promoting peaceful coexistence</p> <p>C-6.2 Understands that, despite C-6.1, forms of inequality, injustice, and discrimination have occurred in different sections of society at different times (due to internal, as well as, outside forces, such as, colonisation), leading to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success</p> <p>C-6.3 Analyses aspects of differential treatment or discrimination that may exist in Indian society, based on, e.g., socio-cultural background, region, language spoken, and what individuals and societies can do to eradicate such differential treatment</p> <p>C-6.4 Understands that a progressive society and nation, such as, India is one that recognises not only its civilisational strengths but also its socio-economic, cultural, and political challenges and continuously makes efforts to address those challenges to become ever more prosperous, inclusive, just, and harmonious</p>

<p>CG-7 Develops an understanding of the economy of a nation, with specific reference to India</p>	<p>C-7.1 Defines key features of the economy, such as, production, distribution, demand, supply, trade, and commerce, and factors that influence these aspects (including technology)</p> <p>C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India</p> <p>C-7.3 Distinguishes between 'unorganised' and 'organised' sectors of the economy and their role in production for the local market in small, medium, and large-scale production centres (industries), and recognises the special importance of the so-called 'unorganised' sector in Indian economy and its connections with the self-organising features of Indian society</p> <p>C-7.4 Traces the beginning and importance of large-scale trade and commerce (including e-commerce) between one country and another, the key items of trade in the beginning, and the changes from time to time</p>
<p>CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature</p>	<p>C-8.1 Gathers, comprehends, and analyses data related to income, capital, poverty, and employment in one's locality, region and at the national level</p> <p>C-8.2 Understands and analyses the concepts and practice of the range of economic systems from free market to entirely state controlled markets</p> <p>C-8.3 Understands these features in the context of ancient India, with its thriving trade, both internal and external, and its well-established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world's leading economies up to the colonial period</p> <p>C-8.4 Describes India's recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress</p> <p>C-8.5 Appreciates the connections between economic development and the environment, and the broader indicators of societal well-being beyond GDP growth and income</p>
<p>CG-9 Understands and appreciates the contribution of India through history and present times, to the overall field of Social Science, and the disciplines that constitute it</p>	<p>C-9.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an integrated manner</p>