

**Learning Outcomes for Elementary
Classes
Compact For Display**

Learning Outcomes (English)

Class I

The learner:

- responds to English words, greetings, polite forms of expression, and sentences, in English/ home language/ signs.
- recites poems with actions.
- associates sounds with words, and words with pictures.
- draws in response to poems and stories.
- differentiates between small and capital letters in English/Braille.
- reads a few words/ short sentences (with the help of pictures) in English.
- carries out simple instructions such as 'Sit down' 'Shut the door', etc.
- uses words such as 'sun', 'tree', 'in', 'on', 'under', etc.
- responds to comprehension questions related to stories in English/ home language/signs.
- identifies characters and sequence of a story, poem etc.
- talks about self /situations/ pictures/ images in English/ home language.
- scribbles in circular and other motions from left to right.
- writes legibly his/her name, school name, objects around him/her.

Class II

The learner:

- responds to English words, greetings, polite forms of expression, and sentences and responds in English/ home language/signs.
- makes requests, uses greetings and polite forms of expression in English.
- sings songs/rhymes with action.
- identifies different sounds in letters / words.
- uses words related to size and shape such as 'big', 'small', 'round', etc
- writes simple words such as 'pen', 'bus', 'ear' 'before' 'between' etc.
- writes short sentences with spacing between words.
- responds to questions related to stories, in English/ home language/signs orally and through writing.
- identifies characters and sequence of a story.
- asks questions on things and events around him/her.
- participates in role-play in English.
- expresses his/ her opinion about the characters in stories, English/ home language/signs.

Class III

The learner:

- reads small texts in English with comprehension
- responds to textual and other material, in oral/written forms, in English/Braille/signs.

- responds to oral messages/ telephonic communication.
- writes words/phrases as dictated by teacher.
- participates in events such as role- play/ poetry recitation in English.
- reads stories, poems, etc. in English/Braille.
- uses words such as 'hill', 'his/her', 'beautiful', 'over', etc.
- forms meaningful short sentences.
- uses punctuation such as full stop, capital letters and question mark appropriately.
- writes 4-5 sentences on personal experiences/ events / verbal or visual clues.
- expresses his/ her opinion about the characters in stories, in English/ home language/signs.

Class IV

The learner:

- responds to simple instructions, announcements in English.
- answers orally in writing in English/Braille/signs to questions based on the texts read or heard.
- infers the meaning of unfamiliar words in context, also uses dictionary.
- uses punctuation marks such as questions mark, comma, full stop and capital letters appropriately.
- writes short words/phrases as dictated by the teacher etc.
- participates in role play, poetry recitation, quiz, speech etc.
- describes briefly, in meaningful sentences, events/ places/ experiences.
- reads subtitles on TV, headlines in newspapers.
- writes informal letters/messages.
- uses linking words such as 'First', 'Next', 'Then' etc. to indicate connections.
- uses words such as 'mountain', 'feel', 'large', 'a/an' etc.
- writes for class magazine/noticeboard.
- reads stories, poems, etc. in English/Braille.
- speaks briefly on issues like conservation of water /health/hygiene etc
- expresses orally / in writing about the variety in food, dress and culture as read in story books/ seen in videos, films etc

Class V

The learner:

- shares small English songs, poems, games, riddles, stories, tongue twisters etc.
- responds to instructions in English, on games/sports.
- replies orally/ in writing to questions based on texts read/ unseen passage.
- reads independently in English storybooks, news items/ headlines, advertisements etc.
- interviews people around e.g. grandparents, teacher, librarian, gardener etc.
- uses meaningful sentences to describe, narrate and for framing questions.
- reads text with comprehension, locates details and sequence of events, connects ideas with his/her personal experiences.
- writes lists, paragraphs, etc. as dictated by teacher.

- writes short paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers.
- writes informal letters, messages and e-mails.
- writes stories, poems, notices and captions for posters etc)
- reads English in the surroundings (advertisements, directions, names of places etc) and answers queries related to these.
- writes and speaks on peace, equality etc suggesting personal views
- expresses orally / in writing about the variety in food, dress, customs and festivals as read in story books/ heard in narratives/ seen in videos, films etc

Class VI

The learner:

- recites poems / songs in groups and individually with appropriate pause and intonation.
- responds to oral messages, announcements, telephonic communication in English.
- participates in role play, group discussion, debate, etc.
- uses meaningful and grammatically correct sentences to describe / narrate factual / imaginary situations.
- identifies main ideas, characters, sequence of ideas and events in texts read/heard.
- responds to information from notice board, railway timetable etc.
- infers meaning of unfamiliar words by reading them in context.
- asks questions based on reading and events around him/her.
- reads and interprets tables, charts, diagrams and maps.
- refers to dictionary and suggested websites for input in readings and writing.
- uses grammatically appropriate sentences in context.
- writes simple sentences and short paragraphs as dictated by teacher.
- drafts, revises and writes short paragraphs based on verbal, print and visual clues.
- writes messages, invitations and letters.
- writes and speaks on issues like environment, gender equality etc suggesting personal views

Class VII

The learner:

- responds to different kinds of instructions / requests / directions etc.
- participates in different events such as role-play / poetry recitation / skit / drama / debate / speech / elocution / declamation / quiz etc.
- speaks about news / debate on T.V. and radio, audio–video programmes etc.
- engages in conversations in English with family, friends, people from different professions using appropriate vocabulary.
- discusses, in pairs/groups, excerpts, dialogues, poems read aloud in the class.
- asks and responds to questions based on the text read/heard.
- recites poems / songs in groups and individually with appropriate pause and intonation.
- reads a variety of textual materials in English/Braille and identifies details, characters, main idea and sequence of ideas and events.

- seeks information in print / online, notice board, sign boards in public places, newspaper, etc. and acts accordingly.
- constructs meaningful sentences with a sense of grammatical accuracy
- organises sentences and writes short paragraphs coherently in English / in Braille with the help of verbal and visual clues on environment concerns and social issues etc.
- writes answers to inferential questions based on the texts read/heard.
- writes formal letters, descriptions / narratives, personal diary, email, SMS, etc.
- writes dialogues from a story and story from dialogues.

Class VIII

The learner:

- responds to instructions/announcements in school and public places viz. railway station, market, airport, cinema hall etc.
- uses appropriate vocabulary in conversations in English with people from different walks of life such as salespersons, bank staff, railway staff, shopkeepers, etc.
- discusses and writes a paragraph on the speeches, news, debates commentaries, dialogues on TV and Radio.
- asks questions based on the text read or heard using appropriate vocabulary and accurate sentences.
- speaks or writes grammatically correct sentences on a variety of situations.
- participates in different events such as poetry recitation / skit / drama / debate / speech / elocution / declamation / quiz etc.
- infers the meaning of unfamiliar words by reading them in context.
- reads a variety of texts for pleasure and gives opinion / views on various cultures and issues.
- refers dictionary, thesaurus and encyclopedia while reading /writing.
- organises sentences and writes short passages coherently in English/Braille with a proper beginning, middle and end, using appropriate linkers and punctuation marks.
- writes a paragraph through the process of drafting, revising, editing and finalizing.
- writes answers to inferential/ extrapolative question based on texts read/heard.
- writes email, messages, notice, formal letters, descriptions / narratives, personal diary, report, short personal experiences etc.
- develops a skit (dialogues from a story and story from dialogues) highlighting social and environmental issues.

Learning Outcomes (Mathematics)

Class I

The learner:

- counts objects up to 20
- applies addition and subtraction of numbers 1 to 20 in daily life
- identifies and writes numerals up to 99
- estimates and measures short lengths using non-uniform units like a finger, hand span, length of a forearm, footsteps, etc.
- observes, extends and creates simple patterns of shapes and numbers

Class II

The learner:

- reads and writes numbers up to 99 using groups of tens and ones
- solves simple daily life problems/situations based on addition and subtraction of two digit numbers with and without regrouping.
- describes basic 3D and 2D shapes with their observable characteristics
- draws/ represents straight lines in various orientations (vertical, horizontal, slant).
- estimates and verifies by measuring length/distances and capacities using uniform non-standard units like a rod/pencil, cup/spoon/bucket etc.
- sequences the events occurring over longer periods in terms of hours/days.
- observes, extends and creates patterns using different objects, shapes and numbers.

Class III

The learner:

- reads and writes numerals for numbers up to 999
- solves simple daily life problems/situations based on addition and subtraction of three digit numbers with and without regrouping.
- constructs and uses the multiplication facts (tables) of 2, 3, 4, 5 and 10 in daily life situations.
- describes division as equal grouping/sharing
- divides numbers by repeated subtraction.
- identifies 2D shapes by counting their sides, corners and diagonals.
- estimates and measures distance using standard units like centimeters or meters and weight, and capacity in terms of non-standard units.
- estimates and verifies the number of given shape that can completely fill a given region
- reads the time correctly to the hour using a clock
- extends patterns in simple shapes and numbers.
- represents data pictorially and draws conclusions

Class IV

The learner:

- solves simple real life situations/ problems including money, length, mass and capacity by using the four operations.
- identifies half, one-fourth, and three-fourths in a given picture and in a collection of objects and represents it by using symbols.
- identifies the centre, radius and diameter of a circle.
- shows the concept of symmetry through paper folding/ paper cutting, ink blots, etc.

- explores the area and perimeter of simple geometrical shapes (triangle, rectangle, square) in terms of given shape as a unit
- calculates duration of familiar daily activities.
- identifies the pattern in multiplication and division (up to multiple of 9).
- identifies and extends geometrical patterns based on symmetry and number pattern.
- represents the collected information in tables/bar graphs and draws conclusions.

Class V

The learner:

- reads and writes numerals for numbers greater than 1000
- solves simple daily life problems/situations based on four operations of numbers beyond 1000 with and without regrouping.
- identifies and forms equivalent fractions of a given fraction and expresses a given fraction $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ in decimal notation and vice-versa. For example as 0.5, 0.25, 0.2
- classifies angles into right angle, acute angle, obtuse angle and represents the same by drawing and tracing.
- relates commonly used larger and smaller units of length, weight and volume and converts larger units to smaller units and vice versa.
- estimates the capacity of a container in known units like that of a bucket is about 20 times that of a mug.
- applies the four operations in solving problems involving money, length, mass, capacity and time intervals
- identifies the pattern in triangular number and square number.
- collects data related to various daily life situations, represents it in tabular form and as bar graphs and interprets.

Class VI

The learner:

- solves problems involving large numbers by applying appropriate operations (addition, subtraction, multiplication and division).
- applies HCF or LCM in a particular situation.
- solves problems involving addition and subtraction of integers.
- solves problems on daily life situations involving addition and subtraction of fractions / decimals.
- uses unitary method in solving various word problems involving daily life situations.
- demonstrates an understanding of geometrical ideas like line, line segment, open and closed figures, angle, triangle, quadrilateral, circle, etc., with the help of examples in surroundings.
- identifies various (3-D) objects like sphere, cube, cuboid, cylinder, cone from the surroundings.
- identifies various elements (like sides, angles, vertices, diagonals etc.) of triangles, quadrilateral
- finds out the perimeter and area of rectangular objects from the surroundings.
- arranges information such as expenditure on different items in a family in the last six months, in the form of table, pictograph and bar graph and interprets them.

Class VII

The learner:

- multiplies and divides two integers.
- solves problems related to daily life involving fractions, rational numbers, percentage and decimals.
- uses exponential form of numbers to simplify problems involving multiplication and division of large numbers.
- solves problems based on daily life situations using simple equation
- calculates percent profit/loss and simple interest.
- finds unknown angles in a triangle using properties of angles in it.
- explains congruency of triangles on the basis of the information given about them (like SSS, SAS, ASA, RHS)
- using ruler and a pair of compasses constructs a line parallel to a given line from a point outside it and a triangle
- calculates area of region enclosed in a rectangle and a square.
- calculates mean, median and mode of data from daily life
- interprets a bar graph.

Class VIII

The learner:

- generalises properties of addition, subtraction, multiplication and division of rational numbers through patterns
- finds rational numbers between two given rational numbers.
- Using algebraic methods proves divisibility rules of 2, 3,4, 5, 6,9 and 11 and solves puzzles /daily life problems
- finds squares, cubes, square roots and cube roots of numbers using different methods.
- applies the concept of percent in profit/loss, discount, VAT and compound interest.
- solves problems based on direct and inverse proportions
- solves problems related to angles of a quadrilateral using angle sum property
- solves daily life problems using algebraic expressions and identities
- verifies properties of parallelograms and establishes the relationship between them through reasoning.
- estimates the area of trapezium and other polygons by using square grid/graph sheet and verifies using formulas.
- finds the surface area and volume of cuboidal and cylindrical objects.
- draws and interprets bar charts and pie charts.
- formulates hypotheses on chances of occurrence of future events

Learning Outcomes (EVS)

Class III

The learner:

- identifies simple features (*shape, colour, texture, aroma, etc.*) of leaves, trunk and bark of plants and of animals and birds (*movement, at places found/kept, eating habits, sounds, etc.*) in the surroundings.
- identifies relationship with and among family members at home.
- identifies objects, signs, (vessels, stoves, transport, means of communication, signboards etc.), places (types of houses/shelters, bus stand, petrol pump etc.) activities (works people do, cooking processes, etc.) at home/school/ neighbourhood.
- describes need of food for people of different age groups, animals and birds, availability of food and water and use of water at home and surroundings.
- describes roles of family members, family influences (*traits, features, habits, practices*), need for living together, through oral/ written/other ways.
- groups objects, birds, animals, features, activities according to differences/similarities using different senses.
- differentiates between objects and activities of present and past (at time of the elders). (*e.g. clothes /vessels /games played/ work done by people*).
- guesses properties, estimates quantities; of materials/activities in daily life and verifies using symbols/non-standard units (hand spans, spoon/mugs, etc.).
- records observations, experiences, information on objects/activities/places visited in different ways and predicts patterns (e.g. shapes of moon, seasons).
- identifies directions, location of objects/places in simple maps (of home/classroom/school) using signs/symbols/verbally.
- creates drawings, designs, motifs, models, top, front, side views of objects, simple maps (of classroom, sections of home/school, etc.) and slogans, poems, etc.
- observes rules in games (local. indoor, outdoor) and other collective tasks.
- voices opinion on good/bad touch, stereotypes for play/food/tasks, misuse/wastage of food and water in family/school.
- shows sensitivity for plants, animals, the elderly, differently abled and diverse family set ups in surroundings.

Class IV

The learner:

- identifies simple features (*shape, colour, aroma, where they grow/any other*) of flowers, roots and fruits and of birds and animals (*beaks/teeth, claws, ears, hair, nests/shelters, etc.*) in the surroundings.
- identifies relationship with and among family members in extended family.
- explains the herd/group behaviour in animals (ants, bees, elephants), birds (building nests), changes in family (*e.g. due to birth, marriage, transfer, etc.*).
- describes different skilled work (*farming, construction, art/craft, etc.*), their inheritance (from elders) and training (role of institutions) in daily life.
- explains the process of producing and procuring of daily needs from source to home.
- differentiates between objects and activities of past and present. (*e.g. transport, currency, houses, materials, tools, skills, etc.*)
- groups the animals, birds, plants, objects, waste material for observable features (appearance, instincts, uses, traits, etc.).

- guesses (properties, conditions of phenomena), estimates spatial quantities (length, weight) in standard/local units (kilo, gaj, pav etc.) and verifies using simple tools.
- records observations/experiences/information in different ways and predicts patterns to establish relation between cause and effect for different phenomena in surroundings. (e.g. evaporation, condensation, dissolution, absorption)
- identifies signs, location of objects/places and guides for the directions w.r.t a landmark in school/neighbourhood using maps etc.
- uses the information on signboards, posters, currency (notes/coins), railway ticket/time table.
- creates collage, designs, models, rangolis, posters, albums, and simple maps (of school, neighbourhood etc.) using local/waste material.
- voices opinion on issues observed/ experienced in family/ school/ neighbourhood. (e.g. on stereotypes, discrimination, child rights).
- suggests ways for hygiene, reduce, reuse, recycle and takes care different living beings, resources (*food, water, and public property*).

Class V

The learner:

- explains the super senses and unusual features (sight, smell, hear, sleep, sound etc.) of animals and their responses to light, sound, food etc.
- explains the use of technology and the process of accessing basic needs (food, water etc.) in our daily life.
- explains the role and functions of different institutions in daily life. (Bank, Panchayat, cooperatives, police station, etc.)
- describes the interdependence among animals, plants and humans.(e.g. *communities earning livelihood from animals, dispersal of seeds etc.*).
- establishes linkages among terrain, climate, resources (food, water, shelter, livelihood) and cultural life. (e.g. *life in distant/difficult areas like hot/cold deserts*).
- traces the changes in practices, customs, techniques of past and present through coins, paintings, monuments, museum etc. and interacting with elders.
- groups objects, materials for features such as shape, taste, colour, texture, sound, traits etc.
- guesses (properties, conditions of phenomena), estimates spatial quantities (distance, time, weight etc.) in simple standard units and verifies using simple tools.
- records observations/experiences/information in an organised manner (e.g. in tables/ sketches/ bar graphs/ pie charts) and predicts patterns to establish relation between cause and effect for different activities/phenomena (e.g. *floating, sinking, mixing, evaporation, germination, spoilage*).
- identifies signs, directions, location of different objects/landmarks of a locality /place visited in maps and predicts directions w.r.t. positions at different places for a location.
- creates posters, designs, models, set ups, local dishes, sketches, maps (of neighbourhood/ different places visited) using variety of local/waste material and writes poems/ slogans/travelogue etc.
- voices opinion on observed/experienced and relates practices /happenings to larger issues of society. (E.g. *discrimination for access/ownership of resources, migration/ displacement /exclusion, child rights*).
- suggests ways for hygiene, health, managing waste, emergency situations and protecting/saving resources (land, fuels, forests, etc.).

Learning Outcomes Upper Primary (Science)

Class VI

The learner:

- identifies materials and organisms, such as, plant fibres, flowers, on the basis of observable features i.e. appearance, texture, function, aroma, etc.
- differentiates materials and organisms, such as, fibre and yarn; tap and fibrous roots; electrical conductors and insulators; on the basis of their properties, structure and functions
- classifies materials, organisms and processes based on observable properties, e.g., materials as soluble, insoluble, transparent, translucent and opaque; changes as can be reversed and cannot be reversed; plants as herbs, shrubs, trees, creeper, climbers; components of habitat as biotic and abiotic; motion as rectilinear, circular, periodic
- conducts simple investigations to seek answers to queries, e.g., What are the food nutrients present in animal fodder? Can all physical changes be reversed? Does a freely suspended magnet align in a particular direction?
- relates processes and phenomenon with causes, e.g., deficiency diseases with diet; adaptations of animals and plants with their habitats; quality of air with pollutants, etc.
- explains processes and phenomenon, e.g., processing of plant fibres; movements in plants and animals; formation of shadows; reflection of light from plane mirror; variations in composition of air; preparation of vermicompost, etc.
- measures physical quantities and expresses in SI units, e.g., length
- draws labelled diagrams / flow charts of organisms and processes, e.g., parts of flowers; joints; filtration; water cycle, etc.
- constructs models using materials from surroundings and explains their working, e.g., pinhole camera, periscope, electric torch, etc.
- applies learning of scientific concepts in day-to-day life, e.g., selecting food items for a balanced diet; separating materials; selecting season appropriate fabrics; using compass needle for finding directions; suggesting ways to cope with heavy rain/drought, etc.
- makes efforts to protect environment, e.g., minimising wastage of food, water, electricity and generation of waste; spreading awareness to adopt rain water harvesting; care for plants, etc.
- exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices

Class VII

The learner:

- identifies materials and organisms, such as, animal fibres; types of teeth; mirrors & lenses, on the basis of observable features, i.e., appearance, texture, functions, etc.
- differentiates materials and organisms such as, digestion in different organisms; unisexual and bisexual flowers; conductors and insulators of heat; acidic, basic and neutral substances; images formed by mirrors and lenses, etc., on the basis of their properties, structure and function
- classifies materials and organisms based on properties/characteristics, e.g., plant and animal fibres; physical and chemical changes

- conducts simple investigations to seek answers to queries ,e.g., Can extract of coloured flowers be used as acid-base indicator? Do leaves other than green also carry out photosynthesis? Is white light composed of many colours?
- relates processes and phenomenon with causes, e.g., wind speed with air pressure; crops grown with types of soil ; depletion of water table with human activities, etc.
- explains processes and phenomenon , e.g., processing of animal fibres; modes of transfer of heat; organs and systems in human and plants ; heating and magnetic effects of electric current, etc.
- writes word equation for chemical reactions, e.g., acid-base reactions; corrosion; photosynthesis; respiration, etc.
- measures and calculates e.g., temperature; pulse rate; speed of moving objects; time period of a simple pendulum, etc.
- draws labelled diagrams/ flow charts e.g., organ systems in human and plants; electric circuits; experimental set ups ; life cycle of silk moth, etc.
- plots and interprets graphs e.g., distance-time graph
- constructs models using materials from surroundings and explains their working e.g., stethoscope; anemometer; electromagnets; Newton’s colour disc ,etc.
- discusses and appreciates stories of scientific discoveries
- applies learning of scientific concepts in day-to-day life, e.g. dealing with acidity ; testing and treating soil; taking measures to prevent corrosion; cultivation by vegetative propagation; connecting two or more electric cells in proper order in devices; taking measures during and after disasters; suggesting methods for treatment of polluted water for reuse, etc.
- makes efforts to protect environment, e.g., following good practices for sanitation at public places; minimising generation of pollutants; planting trees to avoid soil erosion; sensitising others with the consequences of excessive consumption of natural resources, etc.
- exhibits creativity in designing, planning, making use of available resources, etc.
- exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices

Class VIII

The learner:

- differentiates materials and organisms, such as, natural and human made fibres; contact and non-contact forces; liquids as electrical conductors and insulators; plant and animal cells; viviparous and oviparous animals, on the basis of their properties, structure and functions.
- classifies materials and organisms based on properties/ characteristics, e.g., metals and non metals; *khariif* and *rabi* crops; useful and harmful microorganisms; sexual and asexual reproduction; celestial objects; exhaustible and inexhaustible natural resources, etc.
- conducts simple investigations to seek answers to queries e.g. What are the conditions required for combustion? Why do we add salt and sugar in pickles and *murabbas*? Do liquids exert equal pressure at the same depth?

- relates processes and phenomenon with causes ,e.g., smog formation with the presence of pollutants in air; deterioration of monuments with acid rain, etc.
- explains processes and phenomenon ,e.g., reproduction in human and animals; production and propagation of sound; chemical effects of electric current; formation of multiple images; structure of flame, etc.
- writes word equation for chemical reactions, e.g., reactions of metals and non-metals with air, water and acids ,etc.
- measures angles of incidence and reflection, etc.
- prepares slides of microorganisms; onion peel, human cheek cells, etc., and describes their microscopic features..
- draws labelled diagram/ flow charts, e.g., structure of cell, eye, human reproductive organs; experimental set ups, etc.
- constructs models using materials from surroundings and explains their working , e.g. , *ektara*, electroscope, fire extinguisher, etc.
- applies learning of scientific concepts in day-to-day life, e.g., purifying water; segregating biodegradable and non-biodegradable wastes; increasing crop production; using appropriate metals and non-metals for various purposes; increasing / reducing friction; challenging myths and taboos regarding adolescence, etc.
- discusses and appreciates stories of scientific discoveries
- makes efforts to protect environment, e.g., using resources judiciously; making controlled use of fertilisers and pesticides; suggesting ways to cope with environmental hazards, etc.
- exhibits creativity in designing, planning, making use of available resources, etc.
- exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices

Learning Outcomes (Social Sciences)

Class VI

The learner:

- explains that the earth is a unique celestial body due to existence of life.
- demonstrates day & night and seasons.
- locates continents and oceans on the world map.
- identifies latitudes and longitudes including poles, equator, tropics, etc. on the globe and map.
- locates states/UTs of India and neighbouring countries on the map.
- describes different types of sources (manuscripts, inscriptions, religious texts, archaeological materials etc.) of ancient Indian history and their use in reconstruction of history of this period.
- explains broad developments during ancient period e.g. hunting gathering stage, the beginning of agriculture, the first cities on the Indus etc.
- describes implications of India's contacts with areas outside India in the field of religion, art, architecture, etc.
- outlines India's significant contributions in the field of culture, astronomy, medicine, Mathematics, and knowledge of metals, etc.
- analyses basic ideas and values of various religions and systems of thought during ancient period.
- describes various forms of human diversity and discrimination existing around her/him.
- differentiates between equality and inequality in various forms to treat them in a healthy way.
- describes the role of government.
- analyses the functioning of rural and urban local government bodies in sectors like health and education.
- describes various occupations available in rural and urban areas.

Class VII

The learner:

- identifies layers of the atmosphere, the earth's interior and major rock types.
- locates distribution and size of different climatic regions on the world map or globe.
- explains preventive actions to be undertaken in the event of disasters, e.g. earthquake, floods, droughts, landslides, etc.
- describes formation of landforms due to various processes.
- explains relationship between climatic regions and life of people living in these regions.
- lists out examples of sources e.g. manuscripts, paintings, biographical dramas, historical monuments etc. used to study the medieval Indian history.
- relates key historical developments during medieval period occurring in one place with another.
- analyses socio-political and economic changes during medieval period.
- describes distinctive developments in style and technology used for construction of temples, tombs and mosques during medieval period with examples.
- analyses factors which led to the emergence of *bhakti* and *sufi* movements during medieval period to draw inference from them about existing social life.
- explains the significance of political, economic and social equality in democracy.
- describes the process of legislative assembly election and functioning of the state government with reference to one's own assembly constituency.

- analyses the causes and consequences of disadvantages faced by women of different sections of the society.
- illustrates the functioning of media and advertising with appropriate examples from newspapers.
- describes various kinds of markets.

Class VIII

The learner:

- describes major crops, types of farming and agricultural practices in one's own area.
- locates distribution of important minerals, e.g. coal and mineral oil on the world map.
- explains judicious use of natural resources such as water, soil, forest, etc. to maintain developments in all areas.
- draws interrelationship between types of farming and development in different regions of country/ the world and locate them on the map.
- draws bar diagram to show population of different states/India/countries.
- distinguishes the 'modern' from the 'medieval' and the 'ancient' periods on the basis of sources, nomenclatures used for the Indian sub-continent and its various regions and the broad developments.
- explains how the English East India Company became the most dominant power.
- describes the origin, nature, spread of the revolt of 1857 and the lessons learned from it.
- analyses issues related to caste, women, child marriage, social reforms, laws and policies of colonial administration.
- outlines the Indian national movement from the 1870s until independence.
- analyses social and political issues in one's own region with reference to the Fundamental Rights and the Fundamental Duties.
- describes the role of parliament and the process of making a law with an example like the RTI Act, RTE Act.
- explains the functioning of judicial system in India and the process of filing a First Information Report (FIR).
- analyses the causes and consequences of marginalisation faced by disadvantaged sections of one's own region.
- describes the role of government in providing public facilities such as water, sanitation, road, electricity, etc., and recognise their availability.