



GENERAL STUDIES

Subject Code:503

Syllabus

Classes XI & XII

2024-25





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RATIONALE

General Studies can be defined as a multi-disciplinary approach with the content from different fields of studies. The aim of teaching General Studies to secondary school students is to provide a comprehensive education that equips them with the knowledge and skills they need to succeed in all aspects of their lives. At the senior school stage there is an element of specialization due to which the students do not get exposed to some vital disciplines/areas of study that are not covered in their specialized field. The subject therefore focuses on developing critical thinking, problem-solving, communication skills, as well as fostering social and cultural awareness, promoting civic responsibility, and encouraging independent learning. It also promotes personal and social development and prepares students for life-long learning. By covering a range of subjects and skills, General Studies aims to give students a broad base of knowledge and the ability to apply it in real-world situations.

All these enrich the learner for an individual development and nation at large. Students who take up General Studies will possess the competitive advantage. It will also stimulate constructive thinking about the possible forms in advanced courses. It widens the horizons and develops the personal interests in students with a focus on Cultural, Social and Scientific domains.

LEARNING OBJECTIVES

- The Learning objectives of teaching General Studies are as follows:
- General Studies aims to teach students how to analyze, evaluate, and interpret information in a systematic manner.
- General Studies teaches students about their rights and responsibilities as citizens and encourages them to participate in their communities.
- The subject provides students with opportunities to apply their knowledge to real-world situations and to develop their problem-solving skills.
- It helps students develop pride in the rich cultural heritage as well as in the multipronged achievements of the country in various fields such as politics, agriculture, Science and technology, education and industry.
- General Studies helps students develop their verbal and written communication skills, enabling them to effectively express their ideas and opinions, be conversant with contemporary socio-economic problems of the country like illiteracy, poverty, social disharmony, sex or caste discrimination etc.
- The subject promotes self-directed learning and encourages students to take an active role in their own education.



- General Studies helps students understand themselves and others better and develop the skills needed for positive relationships.
- It helps to prepare students for life-long learning by providing a foundation of knowledge and skills that students can build upon throughout their lives.



COURSE STRUCTURE- CLASS IX

S.No	Unit	No. of periods
UNIT 1	Science and Technology <ul style="list-style-type: none">Application of Science and TechnologyEmerging TechnologiesScience and Technology in the Social Context	10
UNIT 2	Current trends in Socio-economic Structure <ul style="list-style-type: none">Current Trends in Socio Economic StructureSocio Economic StructureImplementing Social Protection StrategiesLimitations and Uncertainties of Socio Economic Structure	10
UNIT 3	Nation Building <ul style="list-style-type: none">Meaning and Importance of National IntegrationHistorical Context of Nation BuildingThe role of Education and the Media in Nation BuildingChallenges and Limitations to Nation Building	12
UNIT 4	Promoting Global Understanding <ul style="list-style-type: none">Global Conflict analysis and ResolutionGlobal VoicesGlobal Environmental EthicsGlobal Understanding through Travel And Tourism	10
UNIT 5	Workforce Education Skills <ul style="list-style-type: none">Soft skillsDigital SkillsIndustry Specific SkillsFinancial literacy	12



COURSE STRUCTURE- CLASS XII

S.No	Unit	No. of periods
UNIT 1	<ul style="list-style-type: none">Science and SocietyNature of ScienceScience as a Social Enterprise	10
UNIT 2	<p>Contemporary Problems of Indian Society</p> <ul style="list-style-type: none">Issues related to womenHealth Care SystemContemporary phase	10
UNIT 3	<p>Career Pathways</p> <ul style="list-style-type: none">Goal SettingCommon career pathsInternship as a medium of transition from Schools to Universities	12
UNIT 4	<p>Social Responsibility</p> <ul style="list-style-type: none">Types of Social responsibilityRole of Students within a groupPrinciples of Socially Responsible behaviour	10
UNIT 5	<p>Human Rights</p> <ul style="list-style-type: none">The Universal Declaration of Human Rights and its significanceThe responsibility of individuals, communities, and businesses in promoting human rightsThe relationship between human rights and sustainable development	12



GUIDELINES FOR INTERNAL ASSESSMENT

General studies focus on the “affective domains” by exposing students to be a better global citizen Even though it is a subject for internal assessment, students can be assessed through activities to make the subject more interactive and interesting.

The aim of assessing is not to evaluate the students based on the knowledge that they have acquired. The assessment is to ensure that they are sensitized towards the development of personal, social, environmental tolerance and the awareness towards our constitution and global understandings.

Teachers can determine the frequency of assessment based on intensity of the content and the requirements of the topics. The assessment activities will be focusing on the 21st century skills and experiential learning which provides a holistic approach to the learners to understand the world and the Nation at large. These assessments can be done through “Multiple Assessment Techniques” like surveys, debates, researches, reviews and many more.

MULTIPLE ASSESSMENT TECHNIQUES

The subject teachers would determine the type and frequency of multiple assessments. This would make assessment more comprehensive and provide schools/teachers flexibility to use multiple and diverse techniques to assess learners viz. observation, oral tests, individual or group work, class discussion, field-work, concept maps, graphic organizers, visual representation etc. Hence, the schools are given autonomy to use alternate modes of assessment as per the demand of the subject and the context towards addressing the goal of assessment for and as learning, such as, quizzes, project-work, Self and peer assessment, collaborative projects, experiments, classroom demonstrations, etc. Developing simple scoring criteria and rubrics becomes of equal importance when deciding to use a particular technique.

SUGGESTIONS TO THE TEACHERS

Teachers should encourage participation of each student in some activity or the others. They must ensure that no child is left out from participation in activities organized at school. Consider using rubrics to assess student performance. Rubrics provided in the annexures make it easier for teachers to evaluate student work. Examine the behaviour / skills / competencies of children in the class on all possible occasions, teachers will maintain records of the performance of learners. Schools should encourage teachers to work collaboratively with other teachers for facilitating and assessing learner's performance and then finally assigning grades.



SCHEME OF ASSESSMENT

The evaluation of General Studies is done by the schools. They are expected to assess the performance of all the students on a 9-Point scale as given below and report it to the Board:

Grade	Description
A1	Top 1/8th of the passed candidates
A2	Next 1/8th of the passed candidates
B1	Next 1/8th of the passed candidates
B2	Next 1/8th of the passed candidates
C1	Next 1/8th of the passed candidates
C2	Next 1/8th of the passed candidates
D1	Next 1/8th of the passed candidates
D2	Next 1/8th of the passed candidates
E	Essential Repeat



Passing in General Studies is a basic condition of eligibility for earning the Senior School Certificate from the Board. The result of a student who fails to get a grade higher than 'E' in General Studies will be withheld but not for more than a year. This arrangement imposes an additional responsibility on the teaching staff of a school.

As has been emphasized, the major objectives of teaching General Studies lie in the 'affective domain'. Accordingly, evaluation should be based on observational methods assessing students' interests, attitudes and personality traits.



GUIDELINES FOR CONTENT DELIVERY

Teachers must ensure that the content delivery is aligned with the learning outcomes and objectives, and that the students are able to achieve their full potential.

To effectively deliver general studies content to students, teachers should:

1. **Start with a clear and concise overview of the topic:** Provide a brief overview of the key concepts, facts, and theories related to the topic.
2. **Use interactive methods of teaching:** Engage students in the learning process by using interactive methods suggested in the manual such as discussions, debates, role-plays, and simulations.
3. **Encourage students to ask questions:** Encourage students to ask questions and clarify their doubts. This will help them understand the topic better and also foster critical thinking..
4. **Provide real-world examples:** Use real-world examples and case studies to help students relate the topic to their daily lives.
5. **Use technology:** Use technology such as online resources, educational apps, and online simulations to enhance the learning experience.
6. **Evaluate learning:** Regularly assess students' understanding of the topic through multiple assessments like quizzes, role-plays, and projects.
7. **Encourage self-directed learning:** Encourage students to take ownership of their learning by assigning independent research projects or encouraging them to seek additional resources.
8. **Create a positive learning environment:** Create a positive and supportive learning environment by being approachable, encouraging, and engaging with students. This will foster a love for learning and help students perform better.



Class XI



UNIT-1

SCIENCE AND TECHNOLOGY

Science and technology are interdependent fields that influence and shape each other. Science provides the knowledge and understanding of natural phenomena, while technology utilizes this knowledge to develop practical applications and innovations. These innovations, in turn, drive further scientific inquiry by creating new questions and areas for investigation. This close relationship between science and technology has led to significant advances in many areas, including medicine, transportation, communication, and energy production, among others. The continued interaction and collaboration between science and technology will likely lead to even more breakthroughs in the future and play a crucial role in shaping our world.

Exploring emerging technologies is important for staying current with advancements and their potential impacts. Emerging technologies like artificial intelligence, robotics, biotechnology, and the Internet of Things (IoT) have the potential to revolutionize many aspects of our lives and create new opportunities for growth and development.

It is also crucial to analyze the impact of science and emerging technologies on our lives. This includes considering both the benefits and potential drawbacks, such as privacy concerns, job displacement, and ethical implications. By examining the impact of these technologies, we can make informed decisions about how to best use them to improve our lives and address societal challenges.

Overall, science and technology are central to our lives and will continue to play an increasingly important role in shaping the future. By staying informed and engaged with these developments, we can maximize their benefits and minimize any negative consequences.



APPLICATION OF SCIENCE IN EVERYDAY LIFE

SPECIFIC LEARNING OBJECTIVES:

Students will be able to

- analyze the impact of scientific advancements on society and culture, including their potential benefits and drawbacks.
- describe the role of science in healthcare, including the use of medical technology, pharmaceuticals, and diagnostic procedures.
- discuss the importance of environmental science in understanding and addressing environmental issues, such as climate change, pollution, and resource depletion.

TEACHING LEARNING PROCESS

Teachers can coordinate and

- have students participate in a local clean up event to experience the impact of pollution on the environment and research a specific environmental issue, such as climate change or deforestation.
- arrange a visit to a local hospital or medical facility to learn about the various technologies used in healthcare, and conduct research on a specific medical condition to understand the role of science in its diagnosis and treatment.
- provide opportunities to do research and discuss the impact of a specific scientific advancement, such as artificial intelligence, on society and culture, and present their findings to the class.

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Students will be able to

- identify and explain the scientific principles and concepts behind a specific technology. They will also be able to understand the role of science in healthcare and its impact on diagnosis, treatment, and patient outcomes.
- demonstrate their understanding of environmental issues facing society and the role of science in addressing them.
- evaluate the role of science in solving problems in society and appreciate both potential benefits and drawbacks of such advancements.



SUB TOPIC 2: EMERGING TECHNOLOGIES

SPECIFIC LEARNING OBJECTIVES:

Students will be able to

- improve communication and presentation skills through the use of digital tools
- develop teamwork and collaboration skills through technology-based projects and activities

TEACHING LEARNING PROCESS

Teachers can initiate

- guest speaker events with technology professionals to learn about various careers in the field and also encourage students to create their own digital content using multimedia tools such as video production and graphic design software.
- Innovative competitions that challenge students to come up with new and creative solutions using technology.
- collaborative project-based learning using technology to solve real-world problems, participating in hackathons or coding competitions.
- debates or public speaking by Incorporating technology as a theme.

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Students will be able to

- acquire knowledge and skills in using a variety of digital tools, technologies, and platforms.
- demonstrate their understanding of the range of careers in the technology field and the skills required for those careers.
- present their views of ethical considerations and best practices for the safe, responsible, and effective use of technology.



SCIENCE AND TECHNOLOGY IN THE SOCIAL CONTEXT

SPECIFIC LEARNING OBJECTIVES:

Students will be able to

- analyze the impact of science and technology on the environment, including the consequences of environmental degradation and sustainability efforts.
- appreciate the role of science and technology in promoting social justice and equality, including efforts to reduce disparities in access to technology and digital literacy.

TEACHING LEARNING PROCESS

Teachers can

- provide students with case studies of real-world scenarios that highlight the social, ethical, and political implications of science and technology. This will help students understand the interplay between science, technology, and society.
- encourage students to undertake environmental science projects that focus on sustainability and environmental conservation. This can help students understand the impact of science and technology on the environment and promote environmental awareness
- collaborative project-based learning using technology to solve real-world problems, participating in hackathons or coding competitions.
- debate or public speaking by incorporating technology as a theme.

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Students will be able to

- communicate complex scientific and technological ideas to a non-expert audience, and develop the ability to articulate their own opinions and perspectives on science and technology.
- understand the role of science and technology in promoting social justice and equality, and appreciate the importance of reducing disparities in access to technology and digital literacy.
- infer the impact of science and technology on the environment and appreciate the role of technology in promoting sustainability and environmental conservation.



SUGGESTED TRANSACTIONAL STRATEGIES:

- Visits to fields/ College of Agriculture and discussions with farmers and Experts.
- Visit to a local hospital or medical facility
- Group discussions on recent applications of Artificial Intelligence and also on how technology has changed society over time. This can include discussions on the impact of the printing press, the industrial revolution, and the internet.
- Read journals relating to gene editing and impact of Artificial Intelligence and present it to the class.
- Analyze social media trends and the impact of social media on society. This can include discussions on the impact of social media on political discourse, the spread of fake news, and the impact of social media on mental health.



UNIT- 2

CURRENT TRENDS IN SOCIO – ECONOMIC STRUCTURE

The Economy of the country is determined by the social status of the citizens. The factors that influence socio-economic structures are occupation, ethnic origin or religious background and the place of residence (Urban & Rural).

The socio – economic status often reveals inequalities in access to resources as well as issues related to privilege, power and control.

A country's socio-economic structure depends on the three levels (High, Middle and Low).

A socio – economic structure of a country can also be strongly influenced by natural disasters, wars etc.

SUB TOPIC – 1: PROMOTING LABOUR MARKET

SPECIFIC LEARNING OBJECTIVES:

Students will be able to

- analyse the quality of labour such as skilled Labour, unskilled Labour, bonded labour and child labour (agriculture, industry, constructions),,
- know about the acts passed by various governments for the welfare and protection of all kinds of labour.

TEACHING LEARNING PROCESS:

Teacher will,

- assign students to present a project which will describe the quality of the labours working in various fields and they will be suggesting measures for improvement of the condition of the labours.



- arrange a debate regarding the problems of the waged labourers and their unstable working conditions.
- arrange a field trip to nearby industries to analyse the prevailing conditions of labour pertaining to wages, safety and working environment.

LEARNING OUTCOMES WITH SPECIFIC COMPETENCIES:

Students will be able to

- understand the quality of labour in the various fields such as agriculture, industry, constructions etc.,
- analyse the measures and protection acts taken by the state and central governments to improve the conditions of labours.
- suggest solutions to improve the conditions of the labours, through innovative ideas to improve the wages, safety and working environment.

SUB TOPIC – 2: MANAGING ECONOMIC AND SOCIAL RISKS

SPECIFIC LEARNING OBJECTIVES:

Students will be learning to,

- understand the socio-economic risk in the field of education by comparing the facilities provided in the urban and rural areas.
- understand the disparity in public and private health sector of the country.
- realise the depletion of the resources in the environment through newspapers, journals or media.

TEACHING LEARNING PROCESS:

Teacher will initiate

- the students to collect the statistics and debate pertaining to the problems faced by urban and rural stakeholders in the field of education.
- students to do a survey and understand how socio-economic backgrounds play a vital role in the health and safety of citizens.
- students to collect evidences from journals, newspapers and media and do the comparative study pertaining to climate change, depletion of resources etc.,



LEARNING OUTCOMES WITH SPECIFIC COMPETENCIES:

Students will be able to,

- analyse the statistics and present the solutions to reduce the problems faced by urban and rural stakeholders in the field of education.
- write the petition based on the survey done pertaining to health and safety.
- present an article / clipping and post it on the social media to create an awareness on climate change, depletion of resources etc.

SUB TOPIC – 3: CREATING MORE EMPLOYMENT OPPORTUNITIES

SPECIFIC LEARNING OBJECTIVES:

Students will be able to

- analyze the impact of unemployment problems prevailing in our country.
- describe the importance of employment opportunities to eradicate poverty and illiteracy.
- discuss the importance of various technical skills and training to the unskilled people to upskill those who are seeking jobs for a livelihood.

TEACHING LEARNING PROCESS:

Teachers will initiate

- students to collect information about unemployed and underemployed persons living in a particular area.
- to research and prepare a report of the labor community / low income group on how they are balancing between their income and daily essentials.
- arrange a visit to the nearby Taluk Office, VAO Office to collect the statistical data of the population with various income groups.



LEARNING OUTCOMES WITH SPECIFIC COMPETENCIES:

Students will be able to

- analyze the collected information of unemployed & underemployed laborers and suggest specific training to upskill themselves.
- submit an article to a magazine or newspaper based on the research.
- categorize the budget of low income, middle income and high income groups and how they manage their economy.

SUGGESTED TRANSACTIONAL STRATEGIES:

- visit nearby manufacturing units to know the real conditions of workers.
- read the newspaper, journals which are giving more importance to solving the problems of workers.
- group discussions regarding the improvement of workers, provide in-service training as per their requirement.
- visit a village co-operative societies, urban banks to know about the facilities provided by the government to the labours/underemployed.



UNIT-3

NATION BUILDING

Nation Building is a multidimensional process. A country's law plays a vital role in nation building and in the development of human rights which includes political, civil, economic and social reforms. To build a strong nation, there should be a feeling of oneness, in spite of the fact that people are from different communities, castes, religions, cultures and different languages. India is an amalgamation of shared traditions, cultures, values that strengthen unity and integrity. We can say History can be a common string that can bind the people of India together. Education and Media play a major role in Nation Building. Educational values help in shaping the young minds into dutiful citizens. There are challenges like single party dominance, external threats, rise of popular movements, regional aspirations, etc.

SPECIFIC LEARNING OBJECTIVES:

Students will be able to

- demonstrate an understanding of Unity in Diversity and unified Socio-economic, political structure
- know how National Integration helps in keeping the stability of the nation.
- explore how National Integration encourages communal harmony, fights casteism, regionalism and linguistic differences

TEACHING LEARNING PROCESS

Teachers will coordinate and

- provide opportunities for the students to do research and discuss the impact of national integration such as social, economic and political aspects and present their findings to the class.
- organise National / local tours to places of historical and cultural interest.
- conduct project exhibitions that will highlight the important features of the different states of India and to find commonalities in them (Ek Bharath Shreshta Bharath).
- common celebration important festivals of various religions
- observe days of National importance
- celebrate Bhasha Diwas of different languages



LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Students will be able to

- understand, identify and analyze the main features of Nation's unity through their findings.
- evaluate the challenges by comprehending Unity in Diversity and unified Socio-economic, political structure
- know how National Integration helps in keeping the stability of the nation.
- explore how National Integration encourages communal harmony, fights casteism ,regionalism and linguistic differences.

HISTORICAL CONTEXT OF NATION BUILDING

SPECIFIC LEARNING OBJECTIVES

students will be able to

- analyse the conditions in India pre and the post-independence period
- recall the various National movements like Non-cooperation Movement, Civil Disobedience Movement, Quit India Movement etc.
- appreciate the role and sacrifices made by the freedom fighters which marked a new awakening and how relevant they are in the present time.
- understand the various aspects of the constitution and how it safeguards democracy, secularism and social equality

TEACHING LEARNING PROCESS

Teachers will initiate

- the celebration of the days of national importance, important festivals of different religions and to understand its significance.
- national movements during the freedom struggle can be enacted.
- students may work in groups and conduct a quiz for the class about India's freedom struggle.
- read excerpts from the constitution.
- read the preamble to the constitution of india and highlight the values reflected in it.



LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

The students will be able to

- prepare short films to bring awareness and appreciate the sacrifices made by the freedom fighters.
- to jot down the various leadership strategies that were used by the various national movements to bring the people from various parts of the country together to fight the British.
- discuss how the constitution came into being and suggest constructive reforms.
The role of Education and the Media in Nation Building

THE ROLE OF EDUCATION AND MEDIA IN NATION BUILDING

SPECIFIC LEARNING OBJECTIVES

Students will be able to

- debate how education holds the key to progress and prosperity of a nation as a powerful agent of social change.
- compare how education played an important role during pre and post independence era in national development and in making people independent, confident and self-reliant.
- identify the factors which influence the role of media in national development.

TEACHING LEARNING PROCESS

Teachers will coordinate

- with guest speakers(social reformers) to address the students on democratic values.
- to visit villages nearby and present a street play and to spread the message on the importance of education.
- seminar on education as an instrument of social change.
- students to watch debates on current issues based on political and social topics and discuss its outcomes in the classroom.
- Visit to the local FM stations and encourage students to collect the data of programmes presented on social issues.



LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Students will be able to

- collaborate with peers in organizing camps at villages to spread the message of importance of education
- actively participates in debates on social issues to present their views.
- identifies the positive and the negative influence of media on Social development.
- analyse the Democratic Values and their importance
- elucidate the progress of media in the field of Education (from print media to digital age).

CHALLENGES AND LIMITATIONS TO NATION BUILDING

SPECIFIC LEARNING OBJECTIVES

Students will be able to

- analyze the rate of illiteracy and increase in corruption causing loss of economy in India.
- suggest measures to improve basic sanitation in public places.
- illustrate the remedial measures for unemployment through activities like comic strip, collage making etc.,
- reason out the challenges of how border issues influence nation building.

TEACHING LEARNING PROCESS

Teachers will plan

- seminars to discuss and prioritize the issues of illiteracy and corruption.
- conduct a rally to share the awareness on the importance of sanitation / fundraising to build toilets in a nearby Anganwadi / organize health camps.
- activities wherein the students can evaluate the required skill-development for future jobs to eradicate unemployment.

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Students will

- compare and contrast on the causes of illiteracy and suggest eradicative measures.



- comprehend the various attributes of poverty and sanitation, relate its different dimensions.
- understand the relationship of border issues that are prevailing between India and its neighbouring countries.
- discuss the effectiveness of the government to overcome the challenges /limitations to nation building.
- differentiate between organized and unorganized sector employment procedures, promote feminisation in work force and also to suggest measures to improve the dignity of migrant labour in public sector

SUGGESTED TRANSACTIONAL STRATEGIES:

Students may

- write creative slogans on the themes that unite the people of different communities and display it on the bulletin board
- Visit Government schools and identify ways to improve the quality of education and infrastructure.
- Group discussions on how to help protect and cultural sites and artefacts.



UNIT- 4

PROMOTING GLOBAL UNDERSTANDING

The National Education Policy (NEP) 2020 focuses on training Indian students to be global citizens. Our students need to be future ready citizens who have global level exposure. This should empower learners of all ages to undertake active global roles and work towards a peaceful, tolerant, inclusive and secure society.

A report says that more than 85% of the jobs that may exist in 2030 do not even exist now. What can we as educators do? Students have to be prepared for the future skills. They must hone a few traits to be a global citizen or to be a future leader. Some of the 21st century skills are:

Collaboration	Critical Thinking	Technology Literacy
Initiatives	Communication	Information Literacy
Flexibility	Productivity	Creativity and imagination
Leadership	Social- emotional skills	Media literacy

Thus the General Studies curriculum focuses on this future readiness preparation that will be seamlessly embedded in their learning.

GLOBAL CONFLICT ANALYSIS AND RESOLUTION:

SPECIFIC LEARNING OBJECTIVES:

Students will be able to

- understand globalization, structural causes of conflict and analyse the circumstances and emergence of new ones.
- explore the aspects that promote peace and different methods of conflict intervention and resolution in international conflicts.



- develop students ability to compare and apply major approaches to understand the origin of global conflicts and critically evaluate opportunities for peace building.

TEACHING LEARNING PROCESS

Teachers may initiate students to

- present research paper /seminar / presentation on questions raised like,
 - a) Why is conflict more likely to occur in some places and times?
 - b) Why do certain groups use violence against civilians?
 - c) What connects local and global challenges?
 - d) How can communities devastated by violence build peace?
- Mock MUNs and Youth parliaments may be conducted on specific conflicts.

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Students will be able to

- analyse their verbal and non-verbal interactions pertaining to global conflict synchrony to make meaningful communication.
- internalize that promoting peace and different methods of conflict interventions can be done through goal management, collaborative team skills etc.

GLOBAL VOICES

SPECIFIC LEARNING OBJECTIVES:

Students will acquire knowledge to

- compare any two cultures (Indian & Western) through exploration of several textual forms such as written literature, oral literature, film, folklore, or popular culture.



TEACHING LEARNING PROCESS

The teacher will help the student to:

- Explore any two chosen cultures for contrast and comparison that will be presented as a gallery walk.

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Based on the gallery walk students will prepare a comparative analysis of the presentations.

GLOBAL ENVIRONMENTAL ETHICS

SPECIFIC LEARNING OBJECTIVES

Students will

- examine the global dimensions of environmental problems.
- list and analyse several environmental issues, including climate change, population growth, and resource depletion, from a variety of scientific research, policy, and cross-cultural perspectives.

TEACHING LEARNING PROCESS

Teachers will drive/initiate students to

- simulate the UN Climate Change conference -invite neighbouring schools for participating with a theme given (LEAVING NO ONE BEHIND)
- Celebrate World Environment Day with the theme given – Eg Only One Earth" is the campaign slogan, with the focus on "Living Sustainably in Harmony with Nature" for 2022 -Involve Whole School awareness and views

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Students will be able

- analyse the industry requirements and develop their skills based on the projects and internships.
- reflect and evaluate the development of their professional skill set for the industry.



GLOBAL UNDERSTANDING THROUGH TRAVEL AND TOURISM.

SPECIFIC LEARNING OBJECTIVES:

Students will

- examine tourism as a global industry and human activity that promotes and facilitates understanding of historical and cultural values..

TEACHING LEARNING PROCESS

The teacher will help students to

- research various areas that are famous travel and tourism spots-one in India and one abroad.
- create a Travel Agency and prepare a brochure that focuses on the historical and cultural values of a visit to the places selected.
- interview travel agencies like MAKE MY TRIP etc and find out the itinerary /pricing/rationale for the selection of places to visit
- initiate a program similar to EBSB-paired states -then tie up with one country of interest, abroad- and organize online meetings and sharing of culture and tourism-if possible-exchange visits too. Newspaper or brochure preparation as a product of the presentation of learning.

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Suggested Transactional Strategies:

- Understand about legal contracts, HR procedures, documentation and agreements as per current industry trends.
- Understand about business contracts and lease negotiations etc.



UNIT-5

WORKFORCE EDUCATION

To improve the quality of Education, National Education Policy 2020 has given special emphasis on vocational education integrating with the mainstream of education. This will help students to acquire various skills to meet the needs of the industries.

Skills development enhances both people's capacities to work and their opportunities at work, offering more scope for creativity and satisfaction. The future prosperity of any country depends on the employment of its citizens and productivity at work. The Government of India has initiated various convergence efforts across the skill ecosystem under the "Skill India Mission (SIM)". More than 20 Central Ministries/Departments are implementing Skill Development Schemes/Programme functions under this. This is to enhance the skill levels of millions of people including School Children on a pan-India basis to create a skilled workforce.

SOFT SKILLS

SPECIFIC LEARNING OBJECTIVES:

Students will enhance

- Communication skills and presentation skills by articulating, explaining and expressing their views on the data given.
- Problem solving skills, critical thinking skills and time management by creating business reports as per the current industry requirements, conducting business correspondence through research and analyzing the data relevant to the issues.

TEACHING LEARNING PROCESS

- Teachers may conduct activities like Debates, language games, situational dialogues, precise writing etc. to encourage students' presentations to small and large groups.
- Teachers will provide opportunities to the students to analyse positive & negative responses and the cause and generate alternative options to evaluate the best situation and to implement the plan in the stipulated time.



LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

- Students will be able to analyse their verbal and non-verbal interactions which will be in synchrony to make meaningful communication.
- Students will internalize the personality development techniques by focusing on punctuality, goal management, collaborative team skills and listening skills.

DIGITAL SKILLS

SPECIFIC LEARNING OBJECTIVES:

Students will acquire knowledge to

- Discover various tools, resources and investigate the impact of digital technology in their daily workforce.
- Implement new digital abilities and up-skill themselves with the new trends in technology.

TEACHING LEARNING PROCESS

The teacher will help the student to:

- develop info-graphics for the Digital tools used by various stakeholders in the industry. Interviewing and making reports on the database and on the analysis of the communications. They will understand the implementation of the findings on targeted customers rather than just using 'data-driven precision marketing' for effective campaigning.
- use SEM (Search Engine Marketing) to create a statistical presentation on SEM after the analysis of the data

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Students will be able to

- analyse and compare various software used in the industries.
- develop their digital skills by working on current soft wares used in the industry.



INDUSTRY SPECIFIC SKILLS

SPECIFIC LEARNING OBJECTIVES:

Students will develop

- analytical skills by interpreting the data collected. They will develop a professional attitude by working in teams to solve industry related issues.
- technological skills and applications of the acquired knowledge in the workforce.

TEACHING LEARNING PROCESS

Teachers will drive/initiate students for

- intern in various firms/industries as per their interests to get acquainted with necessary professional skills
- company visits to interview the various stakeholders to gain knowledge and understanding of the actual scenarios pertaining to industries.

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Students will be able

- to analyze the industry requirements and develop their skills based on the projects and internships.
- to reflect and evaluate the development of their professional skill set for the industry.

FINANCIAL LITERACY SKILLS

SPECIFIC LEARNING OBJECTIVES:

Students will assess

- the operational efficiency and managerial effectiveness based on the earning capacity or profitability of a firm.
- short term as well as long term solvency position of the firm.



TEACHING LEARNING PROCESS

The teacher will help students to

- Create a budget for any one event in the company and update the data in the ERP software.
- Collect statistical reports on the stock market and understand the schemes related to companies/ investments etc. from a bank.

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Students will be able

- to assimilate financial data from different resources.
- to predict the leverage ratio of the company.

SUGGESTED TRANSACTIONAL STRATEGIES:

- Understand legal contracts, HR procedures, documentation and agreements as per current industry trends.
- Understand about business contracts and lease negotiations etc.



Class XII



UNIT-1

SCIENCE AND SOCIETY

Society has a co-dependence on Science and technology and hence Science and technology has been at the forefront of transforming societies. Scientific knowledge has gradually permeated all spheres of human lives and is increasingly guiding us in all our endeavours. Scientific knowledge involves knowing basic scientific facts and concepts and enables the individual to become more informed. It develops not only an open-minded attitude but also helps in analysing information and its sources rationally and empirically. This unit examines how the larger society influences and gets influenced by Science.

CRITICAL THINKING AND PROBLEM-SOLVING SKILLS:

Students should be encouraged to develop critical thinking and problem-solving skills through hands-on experiments, projects and activities that require them to analyze information, make observations and draw conclusions. This will equip them with the necessary skills to approach real-world problems and to find innovative solutions.

INTERDISCIPLINARY COLLABORATION:

Science is an interdisciplinary field that requires collaboration between different disciplines to tackle complex problems. The curriculum should encourage students to work together, to bring different perspectives and skills to the table, and develop a team-oriented approach to problem-solving.

ETHICAL AND SOCIAL RESPONSIBILITY:

Scientific advancements have the potential to greatly impact society and the environment. The curriculum should emphasize the importance of ethical and responsible behaviour, including responsible use of resources, protection of the environment, and consideration of the social implications of scientific research and discovery.

LIFELONG LEARNING:

The curriculum should inspire students to have a lifelong love of learning and a pursuit of scientific knowledge. This will help to foster a lifelong passion for science and to keep students engaged in learning throughout their lives.



NATURE OF SCIENCE

SPECIFIC LEARNING OBJECTIVES:

Students will be able to

- recognize the distinction between scientific knowledge and non-scientific knowledge.
- demonstrate an understanding of the concept of scientific theories and how they are developed and tested.
- discuss the relationship between science and technology with society and develop an appreciation for the role of science in the pretext of the natural world and related problems.

TEACHING LEARNING PROCESS

Teachers can coordinate and

- organise group discussions and debates on current scientific issues to encourage critical thinking and skepticism.
- plan hands-on activities to illustrate the concept of scientific theories and evidence-based decision making.
- present an analysis of historical scientific discoveries and the role of personal and cultural beliefs in shaping scientific knowledge. Or, arrange guest speakers presentations from scientists or science communicators to provide real-world examples of the nature of science.
- encourage writing in response to case studies that require students to explain and/or analyze the impact or influence of science and/or technology in 1 or more social contexts (e.g., local, regional, national, international) (reports or essays thus generated could be collected and scored against a rubric articulating features for science).

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Students will be able to

- articulate the principles and processes of scientific inquiry , distinguish between scientific and non-scientific knowledge and recognize the importance of evidence in science.
- analyze the development and testing of scientific theories, apply critical thinking and skepticism in scientific inquiry.



- appreciate the impact of personal, cultural, and societal values on scientific beliefs and practices.

SCIENCE AS A SOCIAL ENTERPRISE

SPECIFIC LEARNING OBJECTIVES:

Students will be able to

- promote transparency, collaboration, and interdisciplinary cooperation in scientific research.
- foster public engagement with science and technology, and encourage critical thinking about the impact of science and technology on society.
- ensure that scientific research and technological innovations are developed and used ethically and responsibly and with consideration to their social and environmental impacts.

TEACHING LEARNING PROCESS

Teachers can facilitate

- field trips to scientific research institutions and companies where students can see first-hand how science and technology are being used to address social and environmental challenges.
- workshops and hands-on projects for students to develop their solutions to real-world problems using science and technology.
- community service projects that use science and technology to address social and environmental issues.
- guest speaker events by inviting experts in the field of science and technology to speak to students about their research and its impact on society.

These activities can help students to understand the role of science and technology in society, and the responsibilities that come with being a scientist or technologist. They can also encourage students to think critically about the ethical and social implications of scientific research and technological innovations.



LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Students will be able to

- develop their critical thinking skills and ability to analyze the implications of scientific research and technological innovations.
- become aware of the ethical and social implications of scientific research and technological innovations, and will be encouraged to consider these implications when making decisions about the use of science and technology.
- utilise their scientific knowledge and technological skills to serve for the betterment of the country and world at large.

SUGGESTED TRANSACTIONAL STRATEGIES:

- Case Studies: Use real-life examples of the impact of science on society. For example, the effects of climate change on agriculture, the impact of technology on employment, or the ethical implications of genetic engineering.
- Debate: Engage students in a structured debate on a controversial topic related to science and society, such as the use of genetically modified organisms or the role of science in shaping public policy.
- Role-playing: Have students assume the roles of different stakeholders in a scientific issue, such as scientists, politicians, industry representatives, and citizens. Ask them to discuss and negotiate their respective interests and viewpoints.
- Collaborative projects: Assign students to work in groups to research and develop proposals for addressing a particular scientific issue. Encourage them to consider the social, political, economic, and ethical dimensions of the problem.
- Field trips: Take students on field trips to museums, science centers, or research institutions that showcase the relationship between science and society. Ask them to reflect on what they learned and how it relates to their own lives.
- Guest speakers: Invite scientists, policymakers, activists, or other experts to speak to the class about their work and its impact on society. Encourage students to ask questions and engage in dialogue with the speakers.
- Multimedia resources: Use videos, podcasts, news articles, and other multimedia resources to introduce students to different perspectives and debates related to science and society. Ask them to critically evaluate and analyze the information presented



UNIT- 2

CONTEMPORARY PROBLEMS OF INDIAN SOCIETY

Our country's story has earned monumental growth in all spheres. Yet there are numerous challenges that we face in our everyday social life.

Every society has some problems and these are economically tuned as social issues. The major challenges that we face in our country are poverty, illiteracy, corruption, pollution, inequality, gender discrimination, terrorism, communalism, alcoholism, and violence against women, child labour, malnutrition, child trafficking and juvenile delinquency.

SUB TOPIC – 1 : CHILD LABOUR

SPECIFIC LEARNING OBJECTIVES:

Students will be able to

- understand the impact of child labour that prevails in our country as a hindrance for social reforms.
- realise the importance of education for all and compare himself/herself to the underprivileged children/child who are engaged in labour for their livelihood.
- understand that poverty is the main reason for child labour.

TEACHING LEARNING PROCESS:

Teacher will

- assign the students to take survey in the nearby government schools, to prepare a data of dropouts during COVID .
- assign them to analyse the reason for the dropouts' availability in Corporation and Municipality schools which are run by local self government.
- make them visit the nearby slums or labour colony and motivate them to go to schools for a better future.



LEARNING OUTCOMES WITH SPECIFIC COMPETENCIES:

Students will be able to

- Understand article – 24 which prevents child labour and prohibition of employment of children factories.
- Realise the adverse effects on the health progress of doing work in a factory or mine or engaged in any other hazardous employment.
- Gain awareness and update themselves on the rules and regulations provided by the government for prevention, prohibition, eradication and rehabilitations of children and adolescent workers.

SUB TOPIC – 2 : MALNUTRITION

SPECIFIC LEARNING OBJECTIVES:

Students will be able to

- know what malnutrition is and what are the causes? What is a balanced diet and nutrients for a healthy generation.
- know about our budgetary allocation to secure nutrition security of children and ICDS (Integrated Child Development Scheme).

TEACHING LEARNING PROCESS:

Teacher will initiate students to

- debate/ youth parliament activities and discuss related to malnutrition of children along with the need for a healthy diet (urban & rural).
- collect news of malnutrition from the old newspapers and journals regarding the recent death caused by malnutrition.
- collect information/date from underdeveloped states like Bihar, Odisha related to malnutrition.



LEARNING OUTCOMES WITH SPECIFIC COMPETENCIES:

Students will be able to

- understand the various causes of malnutrition especially among rural areas, urban slums and children from below poverty , poor and urban slums.
- realise the adverse effects of poor sanitation in drastic environmental conditions, which leads to the spread of epidemics especially to newborn babies.
- understand the schemes offered by central and state government to eradicate malnutrition through mid day meals, Poshan Abhiyan and ICDS.

SUB TOPIC – 3 : JUVENILE DELINQUENCY

SPECIFIC LEARNING OBJECTIVES:

Students will be able to

- relate that malnutrition or poverty is one of the main causes for crime committed by teenagers and the impact that is caused to the society at large.
- realise that drug abuse and the media abuse are the main cause of juvenile delinquency.

TEACHING LEARNING PROCESS:

Teachers can guide the students to,

- chalk out the reasons for juvenile delinquency and arrange a youth parliament to discuss the impact of them on the minds of the teenagers..
- interview government officials / police personnel to understand the rate of juvenile delinquency post COVID.

LEARNING OUTCOMES WITH SPECIFIC COMPETENCIES:

Students will be able to

- identify and analyse the causes of consequences of Juvenile Delinquency.
- understand the causes which are associated with Juvenile crimes – poverty, drug abuse, anti social peer group and domestic violence.



SUGGESTED TRANSACTIONAL STRATEGIES:

- create awareness about the importance of education to the parents those who send their children as child labour.
- arranging awareness programme in the slum and rural areas related to malnutrition.



UNIT 3

CAREER PATHWAYS

Career Pathways provide direction and focus for students, allowing them to identify what they are good at. It helps them to understand their inherited strengths, skills, talents and interests that enable them to choose the right career. However it is important to keep in mind that career goals and interests can change from time to time, Career Counseling can play a very important role in helping students to make the right decisions about their future and achieve their career goals. In this unit, students will explore the variety of career pathways available from traditional to technical careers. The role of internships in facilitating a transition from school to universities and beyond will also be discussed.

GOAL SETTING

Setting career goals is an important step and it allows them to take an informed decisions about their education and training. It helps them to develop a plan for achieving their goals and provides a sense of purpose and motivation.

SPECIFIC LEARNING OBJECTIVES

Students will be able to

- set goals and focus on the direction of their career goals and develop a scientific plan to achieve their goals.
- compare and differentiate from conventional career to the 21st century career and the skills needed to attain it.

TEACHING LEARNING PROCESS

Teacher will

- discuss with students, allowing them to make informed decisions about their education and training.
- arrange guest speakers from various fields and expert career counselors who will help students to identify their interests.
- help students to develop a step by step plan for achieving the goals that they have set for their future career.



LEARNING OUTCOMES WITH SPECIFIC OBJECTIVES

- Students will identify their strength and interests after a discussion with the counsellor and align their interests, skills and values under their guidance.
- With help of career counselling, students acquire the required skills and knowledge for the jobs.

COMMON CAREER PATHS

SPECIFIC LEARNING OBJECTIVES

Students will be able to

- prepare themselves for their future career.
- compare traditional and future jobs.

TEACHING LEARNING PROCESS

- Use of the Internet to explore and to make a list of popular career paths
- To arrange for career counselling sessions on a variety of career pathways
- Standardised Assessment tests can be conducted to find the specific interest

LEARNING OUTCOMES WITH SPECIFIC COMPETENCIES

- Students enumerate the different career pathways available in Healthcare, Engineering, Technology, Business and Finance, Education, Trades, Creative arts, Science and engineering, public service and commit their interests to choose their career for their future as per their interest.
- Students analyse their strengths and the weaknesses and equip themselves with the training required to achieve their goal.

INTERNSHIPS AS A MEDIUM OF TRANSITION

SPECIFIC LEARNING OBJECTIVES

Students will be able to

- Introspect the requirements for their future jobs and the essential skills needed for the goal that they have set for themselves.



- Gain real-world experience through internships and develop skills and gain knowledge that will be essential to the future.
- understand that internships provide opportunities to help students to develop skills and gain experience that will be useful to future job searches

TEACHING LEARNING PROCESS

- Teachers, parent teacher association and career counselors should facilitate in arranging short term internships to students.
- Teachers will help students in preparing a report on the experiences, learnings and skills that they have gained during their internships.

LEARNING OUTCOMES/ SPECIFIC COMPETENCIES

Students will

- analyse their personal skills and upskill themselves for the requirement of future jobs. based on the future jobs students will build relationships with professionals in their desired field, which can be valuable for future job opportunities
- gain real- world experiences and explore different career paths by interacting with professionals of their desired fields.
- acquire the knowledge of how they have to work in a professional environment through internships.

SUGGESTED TRANSACTIONAL STRATEGIES

The Students may

- prepare a list of Career options available in today's market.
- With the help of the Career counselors understand the job market within the country and outside the country to prepare themselves with the relevant skills.
- Preparing for the exams like SAT, IELTS, ACT, TOFEL, ASSET, etc.,



UNIT4

SOCIAL RESPONSIBILITY

Success has nothing to do with what you gain in life or accomplish for yourself.it is what you do for others”—Danny Thomas

We have to give back to the society from which we take a lot. It reflects the responsibility to act in the best interest of their society and engage in activities contributing to social development. Individuals are accountable for fulfilling their civic duties and the actions of an individual must benefit the whole of society. Social responsibility is the duty of every individual. It is a moral obligation of everyone to take actions that are useful to society. One feels good when helping people in distress. It makes you a responsible person. This unit helps in creating a deeper understanding of what individual social responsibility is all about. We will be discussing the types of Social responsibility. Key principles and the role of students in social responsibility.

TYPES OF SOCIAL RESPONSIBILITY

SPECIFIC LEARNING OBJECTIVES

Students will be able to

- understand the different types of Social Responsibilities like Environmental, ethical, philanthropic and economic responsibilities.
- analyse how to conserve the environment for the upcoming generations

TEACHING LEARNING PROCESS

- Teachers should spread the message of environmental protection by encouraging students to plant trees.
- Teacher will plan a rally in the neighbourhood in waste management to sensitise the public.
- Survey can be conducted in the neighbourhood to find out about the disparity in wages of men and women in small scale Industries. Students will make a vigilant survey on child labour.



LEARNING OUTCOMES/SPECIFIC COMPETENCIES

- Students will be able to learn that it is their prime duty to save the environment for future generations to dwell happily.
- Students will examine and identify the different types of pollution and spread the message of reducing harmful impact.

ROLE OF STUDENTS WITHIN A GROUP

SPECIFIC LEARNING OBJECTIVES

Students will be able to

- identify their responsibilities as a student.
- develop leadership qualities.
- uphold the values of academic integrity and values of honesty

TEACHING LEARNING PROCESS

- Teacher can list out the responsibilities of students and display it on the bulletin board
- Reading on various topics and holding discussions
- Time management Workshops by experts in the field can be arranged for the students
- Can visit websites on topics like Seven Habits of Highly Responsible students
- Each one Teach one- Students can help the downtrodden in the neighbourhood in their studies
- Organise fundraising programmes and donate them to the underprivileged and orphans

LEARNING OUTCOMES/SPECIFIC COMPETENCIES

- Students will understand the importance of performing public duty and their role in the upliftment of the society
- Students will develop self-esteem and respect for others
- Will develop leadership qualities by organising social events



PRINCIPLES OF SOCIALLY RESPONSIBLE BEHAVIOUR

SPECIFIC LEARNING OBJECTIVES

Students will be able to

- reflect the key principles of social responsibility like accountability, transparency, ethical behaviour, respect for stakeholders, respect for rule of law, respect for human rights and respect for international norms of behaviour.

TEACHING LEARNING PROCESS

- initiating consumer club and promotion of activities like checking food adulteration
- visit a nearby shop or a supermarket to collect data like manufacturing date, expiry date, ingredients used and prepare the petition to the authorities about any discrepancy found.
- debate on Duties and Rights can be conducted for students
- understand international norms of behaviour found in organisations like the UN and ILO(International Labour organisation) and arrange debates on social responsibilities.

LEARNING OUTCOMES/SPECIFIC COMPETENCIES

- Teacher can list out the responsibilities of students and display it on the bulletin board
- Reading on various topics and holding discussions
- Time management Workshops by experts in the field can be arranged for the students
- Can visit websites on topics like Seven Habits of Highly Responsible students
- Each one Teach one- Students can help the downtrodden in the neighbourhood in their studies
- Organise fundraising programmes and donate them to the underprivileged and orphans



TEACHERS CAN ARRANGE FOR A FILM SHOW OF THE FILM INVICTUS (2009)

- Students can read success stories of people like Varun Sharma who had taken up the responsibility to bring electricity, education and empowerment to a remote tribal village in Odisha
- Nupur Ghuliani, a prospective chartered accountant gave up a lucrative career to work in rural India.
- Ms Sudha Murthy, Chairperson, of Infosys Foundation is an educator, author and philanthropist



UNIT-5

HUMAN RIGHTS

Human rights are the basic rights or freedoms that belong to every person in the world. All human beings inherit this virtue from birth to death regardless of language, origin, nationality, religion, colour or sex. It does not matter where you are from, what you believe or how you choose to live your life. Every human being has the right to choose his food, education, work, health and style of life. They can never be taken away, although they can sometimes be restricted based on various aspects like country/ continent/ situation the person has faced (E.g.: by breaking the law) etc. These basic rights are based on shared values like dignity, fairness, equality, respect and independence. These values are defined and protected by the court of law in all countries.

The UDHR (Universal Declaration of Human Rights) was the first legal document released by the UNO in 1948 in the General Assembly. The principle of this Universality is that all humans are entitled to equal rights.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS AND ITS SIGNIFICANCE

SPECIFIC LEARNING OBJECTIVES:

Students will understand

- The intent of the UDHR by discovering the Universal declaration.
- The purpose and the legal effect of the Universal Declaration of Human Rights.

TEACHING LEARNING PROCESS

The teacher will encourage students to

- Read, compare and list the common features between the Universal declaration <https://www.ohchr.org/en/human-rights/universal-declaration/translations/english> and the Indian Constitutional Human rights https://www.ihra.co.in/uploads/pdf/Human_rights_law_in_India.pdf and present the rights to be used for the betterment of the citizens and society.
- Read a book and Write a review on the book " Social Harmony and Nation building - Perspectives of Dr Ambedkar - Edited by Dr Prasad and Dr Nalwar". to aim at Tolerance and Harmony for which this nation stands.



LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

- Students will be able to compare and contrast their views on UDHR and Indian constitutional rights.
- Students will be able to engage their thoughts for bringing a positive change in the society.

THE RESPONSIBILITY OF INDIVIDUALS, COMMUNITIES AND BUSINESSES IN PROMOTING HUMAN RIGHTS.

SPECIFIC LEARNING OBJECTIVES:

Students will acquire knowledge about

- Human rights, their responsibilities to protect the rights and modern human rights.
- UN guiding principles on Business and Human rights.

TEACHING LEARNING PROCESS

- Survey and Educate the community: Discuss and create a charter about Human rights and responsibilities, conduct the survey and educate the community about it.
- Make a comparative study and present your ideas about the role of large corporations and SMEs (Small and Medium Enterprises) in supporting Human rights.

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

- Students will be able to develop cooperative skills, communication and active listening skills while conducting the survey.
- Students will be able to develop their analytical skills to explain similarities and differences across large corporations and SMEs in supporting Human rights



THE RELATIONSHIP BETWEEN HUMAN RIGHTS AND SUSTAINABLE DEVELOPMENT

SPECIFIC LEARNING OBJECTIVES:

Students will be

- Aware of national and local government policies to move towards a sustainable economy and understand the components of a “Green Plan” by applying a green plan to important sectors of a local economy.
- Able to create an awareness about a sustainable environment by becoming a member of the UN SDG.

TEACHING LEARNING PROCESS

The teacher will train/prepare the students for:

- Group activity: Listen to the <https://youtu.be/m59I8JXIZcs> to acquire knowledge about Green Plan and complete the handout given in the link below [“http://hrlibrary.umn.edu/edumat/sustecon/others/localgreenplan.htm”](http://hrlibrary.umn.edu/edumat/sustecon/others/localgreenplan.htm) and present ideas on the application of Green Plan.
- A rally or street play, Creating a comic strip and poster. Students will conduct a street play or rally. They will share the comic strips with the public and generate awareness about the immediate need for sustainability in society.

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

- Students will be able to develop their application and presentation skills by implementing their ideas about the sector-wise Green Plan.
- Students will be able to develop critical thinking, collaboration and creativity and become globally aware future citizens.

SUGGESTED TRANSACTIONAL STRATEGIES

- Creating a human rights community and the community will interact with the general public to make them aware of basic human rights.



- Students will create an action plan to execute and assess the concerns. They will address the issues found in the society through a letter to the concerned department.
- Students will create a sample petition based on their understanding.



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ANNEXURE-1

PROJECTS

The students may do simple projects, where they identify a problem, frame a hypothesis, gather data and analyze it to test the hypothesis.

As projects are carried for completion over a period of time, it provides a significant opportunity to assess both Scholastic and Co scholastic skills of students.

Project based learning offers a good experience to the students beyond their textbooks and classroom lectures..

The students develop critical thinking skills and the competencies to solve problems

The students may be assessed on criteria based on few observations. Each may be assigned a score out of five

Sl .No	Descriptors	Score out of 5
1	Demonstrates understanding of the concept of the Project	
2	Has done enough research and collected relevant information	
3	Demonstrates originality in the approach to the project	
4	Resources used like internet, library and other material for the completion of the project	
5	Has interpreted the results properly by drawing logical conclusions	

A maximum of 25 marks may be awarded as each of the five dimensions may be scored on a scale of 1–5



ANNEXURE- 2

QUESTIONNAIRES

A questionnaire is a list of questions that are answered by many people . It is used to collect information about a particular subject. It can be used to collect quantitative and/or qualitative information. Generally it is used as a tool to conduct market survey.

For example – To conduct a survey on the awareness of expiry dates of various consumer products commonly used by people.

The main Objectives of this survey

- Students will be able to interact with people to find out how alert are they in buying consumer products
- Students will find out how the vendors cheat people by selling expired products
- Students after analyzing the data collected by them, will be able to spread the message to the people whether the supermarkets/vendors in their neighbourhood sell the right product
- Based on the findings of the market survey, the students can inform the concerned authorities to take action on the erring vendors
- Students will be able to arrange for lectures to the public to share the findings of their survey and how alert they should be while buying things.

The teacher may facilitate by giving following instructions to the students

- You may work in groups of five or six. Questionnaire to be used in grocery shop, Medical shop, Bakery, Milk vendor etc
- Each group will prepare a questionnaire having a list of relevant questions or items to be used to gather data from respondents. May have a list of open ended questions
- Each group will analyse the data collected by them and will share their findings with others
- After analysing the data collected, feedback to be given to the user and the seller for further action. This can be executed in a public forum to create awareness
-

Rubrics for Assessment of this activity



Sl. No.	Descriptors	Score out of 3
1	Selection of the topic for the survey	
2	Design—Type of questions framed in preparing the questionnaire	
3	Interaction with the target audience	
4	Analysis of the data collected	
5	Presentation of the findings of the survey .	

A maximum of 15 marks may be awarded as each of the 5 descriptors may be scored on a scale of 1-3



ANNEXURE- 3

ROLE PLAY

Role Play is a form of experiential learning in which learners take on different roles, assuming a character, personality or function within a group. and interact and participate in diverse and complex learning settings.

Role play is an excellent means of evaluating decision-making and interpersonal communication skills

Example:

Role play can be used as a transactional strategy to present the life history of freedom fighters

OBJECTIVES

After the role play Students will be able to

1. Outline the challenges faced by the freedom fighters
2. Appreciate the contribution of freedom fighters
3. Delineate the significant life events of Indian Freedom fighters
4. Respect our Nation's freedom
5. Appreciate the democratic ethos of our country

The teacher may facilitate the students with following instructions

- To work in groups of five or six students.
- Each group allotted a freedom fighter and gather information on his/her life history
- Each group may make a presentation in about five minutes in the form of a role play.
- Teachers may also develop some alternatives for those students who are uncomfortable in spoken language. Teachers may allow them to write the script for the role play. Appropriate support and reference of resources should be offered by the teacher
- After the presentation, other groups will share their views on the role play presented.



Rubrics for Assessment of this activity

Sl. No.	Descriptors	Score out of 3
1	Justification of the role (content of role play and reasoning)	
2	Effectiveness of communication (may include communication skill, confidence and clarity of thoughts)	
3	Participation in group work	
4	Creativity (something extra done that is relevant and enhances the presentation)	
5	Overall presentation	

In this case, a maximum of 15 marks may be awarded as each of five descriptors may be scored on a scale of 1-3.



ANNEXURE- 4

INTERVIEW

- Select a proficient person from the field that you are highly fond of.
- The selected person must hold an enriching subject knowledge and astounding amount of experience in the area that you want to know more about.
- Schedule an interview during the convenient time of the interviewer and the interviewee.
- Format of the interview must be informed prior to the interviewee over the Phone, in person or through Email.
- Jot down the list of questions beforehand.
- Open-ended questions are the most recommended expertise and insights.
- Listen attentively during the interview what experts share.
- Clarify the confusing points by asking follow up questions.
- Express your sincere thanks to the expert for their time invested and insights.
- Send a heartfelt thank you note or Email to show your gratitude.
- Draft a report, prepare a presentation or share your new gained knowledge with others.
- Feel free to reach out to the expert again for further clarification if necessary.
- This helps you develop a better understanding about the topic.



ANNEXURE- 5

GUEST LECTURES

- Research an influential and eloquent speaker.
- Begin with warm and heartfelt greetings and introduce yourself and your organization.
- Inform the expert how you discovered the speaker and why he / she would be a good fit for the event or to address the students.
- Provide the Guest speaker with all the requisite details such as date, time, location and the participants.
- Let the speaker know about the question and answer session if necessary.
- Elaborate the speaker about the main objective of the event and how the speakers' expertise will enlighten the students. This helps the speaker comprehend indispensability of his / her participation.
- Bestow them with the honorarium and bear their travel expenses and accommodation.
- Make it clear what is expected from the speaker and what the speaker wants in return.
- After the invite, be sure to follow up.
- Send a reminder email or inform over the phone to confirm the availability.
- Express sincere gratitude for their time spare. A thank you note is highly appreciable that helps go a long way.



ANNEXURE- 6

INFOGRAPHICS

ELEMENTS OF INFOGRAPHICS - Story, data, design, graphs and charts

DESIGN RULES FOR INFOGRAPHICS

- A. less is more
- B. each separate part of the infographic is well
 - structured and clearly separated
- C. "White space" is essential in an infographic.
- D. Use a consistent style
- E. Focus on alignment and spacing



1. less is more

Scribble down your content. Reduce it to purely the essential information.



2. IT'S ALL ABOUT VISION-TRACKING

Guide the viewer's eye through the content. Each part of the graphic should be well-structured.



3. GIVE ME SPACE Enough

"white space" makes an infographic look tidy. It groups content visually



4. US USE A CONSISTENT STYLE

Each element should have the same styling and the same placement.



5. DON'T MESS WITH ALIGNMENT AND SPACING

Each section or group of content should use the same spacing to the next, and should be strictly aligned.



FREE INFOGRAPHIC TOOLS

1. Canva
2. visme
3. venngage
4. infogram

DATA ANALYTICS AND DATA COLLECTION

DIFFERENCE BETWEEN DATA COLLECTION AND DATA ANALYTICS

Data collection is gathering of information from various sources, and data analytics is to process them for getting useful insights from it

DATA ANALYSIS AND COLLECTION TOOLS-

Data collection and analysis tools are defined as a series of charts, maps, and diagrams to collect, interpret and present data for a wide range of applications and industries

DATA COLLECTION TOOLS & TEMPLATES

- Box and whisker plot (Excel)
- Check sheet (Excel)
- Control chart (Excel)
- Design of experiments (DOE) (Excel)
- Histogram (Excel)
- Scatter diagram (Excel)
- Stratification (Excel)

DATA COLLECTION METHODS

Surveys, interviews, observations, focus groups, experiments

DATA TYPES OF DATA ANALYSIS

Qualitative analysis and quantitative analysis



ANNEXURE - 7

DEBATE

INTRODUCTION:

Provide an overview of the debate topic and the context in which it is taking place.

State your own position or stance on the issue.

ARGUMENTS:

Summarize the main arguments presented by each side in the debate.

Assess the strengths and weaknesses of each argument, including the evidence and examples used to support it.

Identify any common ground between the two sides.

REBUTTALS:

Analyze the rebuttals presented by each side in response to their opponent's arguments.

Evaluate the effectiveness of these rebuttals in countering their opponent's arguments.

Highlight any weaknesses or flaws in the rebuttals presented.

CLOSING STATEMENTS:

Provide a summary of the key points made by each side in the debate.

Restate your own position on the issue and explain why you believe it is the most valid or persuasive.

Offer suggestions for further discussion or research on the issue.

CONCLUSION:

Sum up your assessment of the debate, including any factors that influenced your opinion or decision.

Acknowledge any limitations or biases that may have affected your evaluation.



Encourage further dialogue and open-mindedness among all parties involved in the debate.

SHARE THE RUBRIC WITH THE DEBATERS IN ADVANCE:

Provide the debaters with the rubric before the debate so that they know how they will be assessed. This will help them to focus on the key criteria and tailor their arguments and delivery accordingly.

EVALUATE EACH CRITERION INDIVIDUALLY:

Assess each criterion in the rubric separately, rather than evaluating the debate as a whole. This will allow you to provide specific feedback on areas where the debaters excelled and where they need improvement.

USE CLEAR AND SPECIFIC LANGUAGE:

Use clear and specific language in the rubric to ensure that the debaters understand what is expected of them. Provide examples or explanations of what each criterion means if necessary.

PROVIDE FEEDBACK:

After the debate, provide feedback to the debaters on their performance based on the rubric. Highlight areas where they excelled and areas where they need improvement. This feedback can help them to improve their skills for future debates.

BE FAIR AND CONSISTENT:

Apply the rubric consistently and fairly to all debaters, regardless of their background, experience, or opinions. Avoid personal biases and focus on the quality of the arguments and delivery.

USE THE RUBRIC AS A LEARNING TOOL:

Use the rubric as a learning tool for the debaters to help them improve their skills. Encourage them to reflect on their performance and identify areas where they can improve. Provide them with guidance and resources to help them develop their skills further



Criteria	Excellent	Good	Fair	Poor
Argumentation	The argument is clearly stated and well-supported by evidence and examples.	The argument is clearly stated and mostly supported by evidence and examples.	The argument is stated but lacks strong support from evidence and examples.	The argument is unclear and lacks support from evidence and examples.
Organization	The argument is logically structured and easy to follow. Transitions between points are smooth and effective.	The argument is mostly well-structured and easy to follow, but could benefit from some improvements in transitions between points.	The argument is somewhat disorganized and difficult to follow, with unclear transitions between points.	The argument is poorly structured and difficult to follow, with confusing transitions between points.
Delivery	The speaker uses a clear, confident voice and strong body language to engage the audience.	The speaker's voice and body language are mostly clear and confident, but could benefit from some improvements in engaging the audience.	The speaker's voice and body language are sometimes unclear and hesitant, and fail to engage the audience.	The speaker's voice and body language are unclear and unconfident, and fail to engage the audience.
Rebuttal	The speaker effectively counters their opponent's arguments with well-reasoned rebuttals.	The speaker attempts to counter their opponent's arguments with some rebuttals, but could benefit from more effective reasoning.	The speaker makes an effort to rebut their opponent's arguments, but the reasoning is unclear or ineffective.	The speaker does not attempt to rebut their opponent's arguments or provides weak and unsupported rebuttals.



Collaboration	The speaker works effectively with their partner to present a cohesive argument.	The speaker works fairly well with their partner to present a mostly cohesive argument, but could benefit from more effective collaboration.	The speaker struggles to work with their partner to present a cohesive argument, with some disagreement or confusion.	The speaker is unable to work with their partner to present a cohesive argument, with significant disagreement or confusion.
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ANNEXURE - 8

CASE STUDY

- Creating a case study can be a great way to engage students and teach critical thinking skills. Here are some guidelines for creating a case study for teachers teaching general studies:
- Choose a relevant topic: Select a topic that is relevant to the subject being taught and that will interest students. The topic should be thought-provoking and have multiple perspectives that can be explored.
- Identify learning objectives: Determine the learning objectives you want your students to achieve from the case study. This can help you structure the case study and create activities that will help students meet these objectives.
- Select a real-world scenario: A case study should be based on a real-world scenario that students can relate to. This can help them understand how the subject matter applies in the real world.
- Provide background information: Provide background information on the scenario to help students understand the context and any relevant details.
- Include multiple perspectives: A good case study should include multiple perspectives on the issue being explored. This can help students understand the complexity of the issue and the different factors that contribute to it.
- Encourage critical thinking: A case study should encourage critical thinking and problem-solving skills. Provide open-ended questions and scenarios that require students to think critically and analyze the situation.

INCLUDE ACTIVITIES:

Include activities that help students engage with the case study and apply what they have learned. These activities can include group discussions, research assignments, and presentations.

CONSIDER ASSESSMENT:

Determine how you will assess students' understanding of the case study. This can include written assignments, presentations, or group discussions.



SAMPLE CASE STUDY:

The Impact of Automation on Employment

Advancements in automation and artificial intelligence (AI) have transformed many industries and jobs, leading to concerns about the impact on employment. While automation has the potential to increase productivity and efficiency, it may also lead to job displacement and wage stagnation.

One industry that has been heavily impacted by automation is manufacturing. As robots have become more sophisticated and affordable, many factories have replaced human workers with machines. This has led to significant job losses in the manufacturing sector, particularly in developed countries where labour costs are high.

While automation has created new jobs in areas such as robotics and AI, these jobs often require specialized skills and training. As a result, there is a growing concern about the potential for a "skills gap" where many workers are unable to find employment in the new economy.

To address these concerns, policymakers and business leaders are exploring new approaches to education and workforce training. This includes investments in programs that teach new skills and retrain workers for jobs in emerging industries. It also includes efforts to promote entrepreneurship and small business development, which can create new opportunities for employment.

Overall, the impact of automation on employment highlights the need for ongoing dialogue and collaboration between business, government, and the workforce to ensure that the benefits of new technologies are shared equitably across society.

POINTS FOR DISCUSSION

1. What is automation and how has it impacted the manufacturing sector?
2. What are some potential benefits and drawbacks of automation on employment?
3. What is the "skills gap" and why is it a concern in the context of automation?
4. What are some strategies that policymakers and business leaders can use to address the impact of automation on employment?
5. How can entrepreneurship and small business development create new opportunities for employment in the context of automation?
6. What are some potential ethical considerations related to the impact of automation on employment, and how can these be addressed?
7. How might the impact of automation on employment differ across different regions and countries?
8. What role do workers play in adapting to and benefiting from new technologies like automation?



FIELD TRIP

COMPONENTS OF THE FIELD TRIP

- lectures,
- tours,
- worksheets,
- videos and demonstrations.
- Follow-up activities – classroom discussions post field trip.

STAGES OF THE FIELD TRIP

To organise a successful field trip, three important stages must be included: **pre-trip, trip, and post-trip**

Pre-trip:

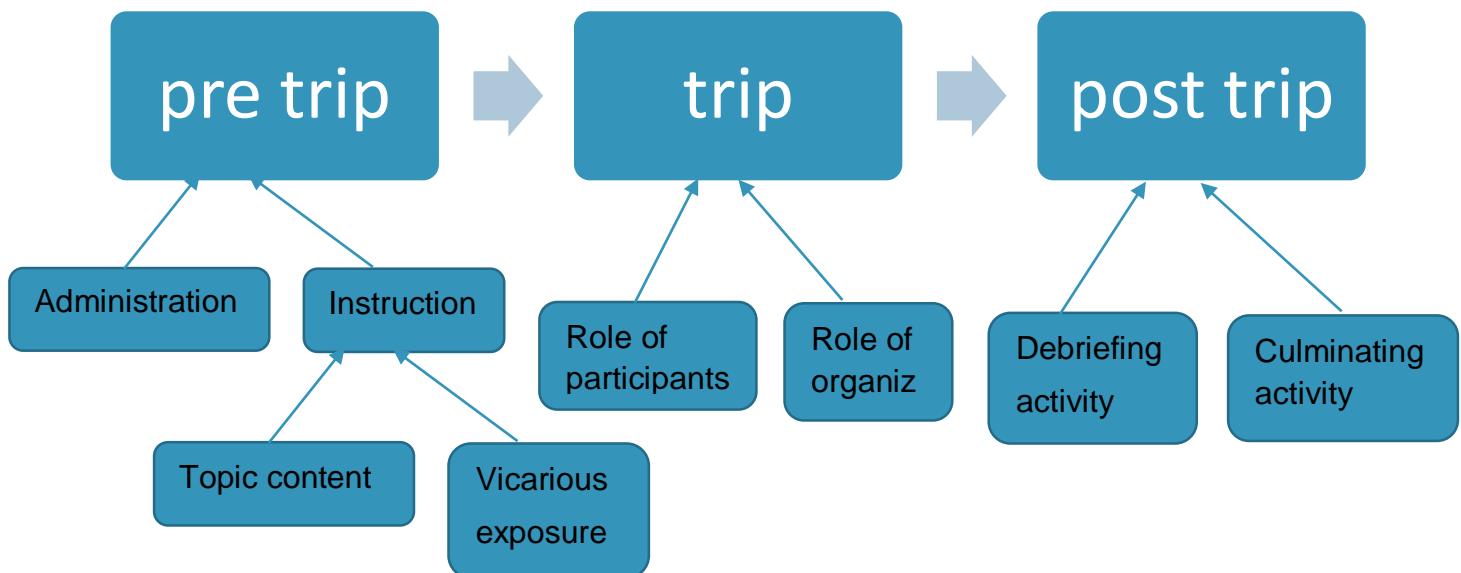
- distance of destination
- requirement list
- risk management – minor and major

Trip:

- planning and execution committees
- activities to be conducted
- safety of the students

Post-trip:

- follow up activity
- feedback form



BENEFITS OF THE FIELD TRIP

- Real World Learning.
- Access latest tools and environment.
- Socio-emotional Growth.
- Academic Impact.

FIELD TRIP MODEL

