

5. SOCIAL SCIENCE

CODE NO. 087

RATIONALE

Social Science is a compulsory subject upto secondary stage of school education. It is an integral component of general education because it helps the learners in understanding the environment in its totality and developing a broader perspective and an empirical, reasonable and humane outlook. This is of crucial importance because it helps them grow into well-informed and responsible citizens with necessary attributes and skills for being able to participate and contribute effectively in the process of development and nation-building.

The social science curriculum draws its content mainly from geography, history, political science and economics. Some elements of sociology and commerce are also included. Together they provide a comprehensive view of society-over space and time, and in relation to each other. Each subject's distinct methods of enquiry help the learners understand society from different angles and form a holistic view.

OBJECTIVES

The main objectives of this syllabus are :

- to develop an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved.
- to make learners realise that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space.
- to develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change with appropriate connections to world development.
- to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation of the contributions made by people of all sections and regions of the country.
- to help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.
- to deepen the knowledge and understanding of India's environment in its totality, their interactive processes and effects on the future quality of people's lives
- to facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity.
- to develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation.
- to promote an understanding of the issues and challenges of contemporary India-environmental, economic and social, as part of the development process.
- to help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community
- to develop scientific temper by promoting the spirit of enquiry and following a rational and objective approach in analysing and evaluating data and information as well as views and interpretations
- to develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms- cooperating with others, taking initiatives and providing leadership in solving others' problems
- to develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

CLASS IX

Time : 3 Hrs.

Marks : 90

| | UNIT | TERM 1 | TERM 2 | |
|---|--|-----------|-----------|--|
| 1 | India and the Contemporary World - I | 23 | 23 | |
| 2 | India -Land and the People | 23 | 23 | |
| 3 | Democratic Politics I | 22 | 22 | |
| 4 | Understanding Economic Development-I | 22 | 22 | |
| 5 | Disaster Management (Through Project & Assignments) | - | - | |
| | TOTAL | 90 | 90 | |

The prescribed syllabus will be assessed using formative and summative assignments in the following manner :

| | Term-I | Term-II | Total |
|--|------------|------------|-------------|
| Formative Assessment 1 and 2, 3 and 4 | 20% | 20% | 40% |
| Summative Assessment 1 and 2 | 30% | 30% | 60% |
| TOTAL | 50% | 50% | 100% |

The formative assessment will comprise of projects, assignments, activities and class tests/periodic tests for which Board has already issued guidelines to the schools. The Summative assessment will comprise of Theory paper as per the prescribed design of the Question Paper.

Class IX

Unit 1 : India and the Contemporary World - I

40 Periods

| Themes | Objectives |
|--|--|
| <p>Term I</p> <p>Two themes from the first sub-unit and one each from the second and third subunits could be studied.</p> <p>Sub-unit 1.1 : Events and processes.</p> <p>In this unit the focus is on three events and processes that have in major ways shaped the identity of the modern world. Each represents a different form of politics, and a specific combination of forces. One event is linked to the growth of liberalism and democracy, one with socialism, and one with a negation of both democracy and socialism.</p> <p>Two themes of the following :</p> <p>1. French Revolution :</p> | <ul style="list-style-type: none"> ❑ In each of the themes in this unit students would be made familiar with extracts of speeches, political declarations, as well as the politics of caricatures, posters and engravings. Students would learn how to interpret these kinds of historical evidences. ❑ Familiarize students with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it. ❑ Show how written, oral and visual material can be used to recover the history of revolutions. ❑ Explore the history of socialism through a study |

| Themes | Objectives |
|--|---|
| <p>(a) The Ancient Regime and its crises. (b) The social forces that led to the revolution. (c) The different revolutionary groups and ideas of the time. (d) The legacy. Compulsory (Chapter-1)</p> <p>2. Russian Revolution.</p> <p>(a) The crises of Tzarism. (b) The nature of social movements between 1905 and 1917. (c) The First World War and foundation of Soviet state. (d) The legacy. (Chapter 2)</p> <p>3. Rise of Nazism.</p> <p>(a) The growth of social democracy (b) The crises in Germany. (b) The basis of Hitler's rise to power. (c) The ideology of Nazism. (d) The impact of Nazism. (Chapter 3)</p> <p>Term II</p> <p>Sub-unit 1.2 : Economies and Livelihoods</p> <p>The themes in this section will focus on how different social groups grapple with the changes in the contemporary world and how these changes affect their lives.</p> <p>Any one theme of the following :</p> <p>4. Pastoralists in the modern world.</p> <p>(a) Pastoralism as a way of life. (b) Different forms of pastoralism. (c) What happens to pastoralism under colonialism and modern states?</p> <p>Case studies : focus on two pastoral groups, one from Africa and one from India. (Chapter 5)</p> <p>5. Forest society and colonialism :</p> <p>(a) Relationship between forests and livelihoods. (b) Changes in forest societies under colonialism.</p> <p>Case studies : focus on two forest movements one in colonial India (Bastar) and one in Indonesia. (Chapter 4)</p> | <p>of the Russian revolution.</p> <ul style="list-style-type: none"> □ Familiarize students with the names of people involved, the different types of ideas that inspired the revolution. □ Discuss the critical significance of Nazism in shaping the politics of modern world. □ Familiarize students with the speeches and writings of Nazi leaders. <ul style="list-style-type: none"> □ Consider what happens to pastoralists and pastoralism in the modern world, with the formation of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets. □ Point to the varying patterns of developments within pastoral societies in different places. □ Look at the impact of colonialism on forest societies, and the implication of scientific forestry. □ Discuss the social and cultural world of forest communities through the study of specific revolts. □ Understand how oral traditions can be used to explore tribal revolts. □ Show the different processes through which agrarian transformation may occur in the modern world. |

| Themes | Objectives |
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| <p>6. Farmers and peasants :</p> <p>(a) Histories of the emergence of different forms of farming and peasant societies. (b) Changes within rural economies in the modern world.</p> <p>Case studies : focus on contrasting forms of rural change and different forms of rural societies (expansion of large-scale wheat and cotton farming in USA, rural economy and the Agricultural Revolution in England, and small peasant production in colonial India) (Chapter 6)</p> <p>Term II</p> <p>Sub-unit 1.3 : Culture, Identity and Society</p> <p>The themes in this unit will consider how issues of culture are linked up to the making of contemporary world.</p> <p>Any one of the following :</p> <p>7. Sports and politics :</p> <p>The story of cricket (a) The emergence of cricket as an English sport. (b) Cricket and colonialism. (c) Cricket nationalism and de-colonialization. (Chapter 7)</p> <p>8. Clothes and cultures. (a) A short history of changes in clothing. (b) Debates over clothing in colonial India. (c) Swadeshi and the movement for Khadi. (Chapter 8)</p> | <ul style="list-style-type: none"> ❑ Understand how agricultural systems in India are different from that in other countries. ❑ Familiarize students with the idea that large scale farming, small scale production, shifting agriculture operate on different principles and have different histories. ❑ Suggest how sports also have a history and that it is linked up with the politics of power and domination. ❑ Introduce students to some of the stories in cricket that have historical significance. ❑ Show how clothing has a history, and how it is linked to questions of cultural identity. ❑ Discuss how clothing has been the focus of intense social battles. |

Unit 2 : India - Land and the People

| Themes | Objectives |
|--|---|
| <p>Term I</p> <p>1. India : location, relief, structure, major physiographic units. (Chapter 1&2)</p> <p>2. Drainage : major rivers and tributaries, lakes and seas, role of rivers in the economy, pollution of rivers, measures to control river pollution. (Chapter 3)</p> <p>Term II</p> <p>3. Climate : factors influencing the climate; monsoon- its characteristics, rainfall and temperature distribution; seasons; climate and human life. (Chapter 4)</p> <p>4. Natural Vegetation : vegetation types, distribution as well as altitudinal variation, need for conservation and various measures. (Chapter 5)</p> <p>5. Wildlife : major species, their distribution, need for conservation and various measures. (Chapter 5)</p> <p>6. Population : size, distribution, age-sex composition, population change-migration as a determinant of population change, literacy, health, occupational structure and national population policy : adolescents as under-served population group with special needs. (Chapter 6)</p> <p>7. Map Work (3 marks).</p> | <p>To understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types</p> <p>To identify the various factors influencing the climate and explain the climatic variation of our country and its impact on the life of the people. To explain the importance and unifying role of monsoons;</p> <p>To understand the river systems of the country and explain the role of rivers in the evolution of human society.</p> <p>To find out the nature of diverse flora and fauna as well as their distribution; To develop concern about the need to protect the bio-diversity of our country;</p> <p>To analyse the uneven nature of population distribution and show concern about the large size of our population;</p> <p>To understand the various occupations of people and explain various factors of population change; To explain various dimension of national policy and understand the needs of adolescents as underserved group.</p> |

45 Periods

Project/Activity

Learners may identify songs, dances, festivals and special food preparations associated with certain seasons in their particular region, and whether they have some commonality with other regions of India.

Collection of material by learners on the flora and fauna of the region in which their school is situated. It should include a list of endangered species of the region and also information regarding efforts being made to save them.

Posters

River pollution

Depletion of forests and ecological imbalance.

Unit - 3 : Democratic Politics I

40 Periods

| Themes | Learning Objectives |
|---|--|
| <p>Term I</p> <p>1. What is democracy? Why democracy?</p> <p>What are the different ways of defining democracy? Why has democracy become the most prevalent form of government in our times? What are the alternatives to democracy? Is democracy superior to its available alternatives? Must every democracy have the same institutions and values? (Chapter 1&2)</p> <p>(Part 1.3 and 1.4 (pages 10-18 of prescribed NCERT Textbook) will be assessed through formative assessment only)</p> <p>2. Designing of Democracy in India</p> <p>How and why did India become a democracy? How was the Indian constitution framed? What are the salient features of the Constitution? How is democracy being constantly designed and redesigned in India? (Chapter 3)</p> | <ul style="list-style-type: none"> • Develop conceptual skills of defining democracy • Understand how different historical processes and forces have promoted democracy. • Developing a sophisticated defence of democracy against common prejudices • Develop a historical sense of the choice and nature of democracy in India. • Introduction to the process of Constitution making • Develop respect for the Constitution and appreciation for Constitutional values • Recognise that constitution is a living document that undergoes changes. • Introduce the idea of representative democracy via competitive party politics • Familiarise with our electoral system and reasons for choosing this |

| Themes | Learning Objectives |
|--|---|
| <p>Term II</p> <p>3. Electoral politics in democracy Why and how do we elect representatives? Why do we have a system of competition among political parties? How has the citizens' participation in electoral politics changed? What are the ways to ensure free and fair elections? (Chapter 4)</p> <p>4. Institutions of parliamentary democracy How is the country governed? What does Parliament do in our democracy? What is the role of the President of India, the Prime Minister and the Council of Ministers? How do these relate to one another? (Chapter 5)</p> <p>5. Citizens' rights in democracy Why do we need rights in a constitution? What are the Fundamental Rights enjoyed by the citizen under the Indian constitution? How does the judiciary protect the Fundamental Rights of the citizen? How is the independence of the judiciary ensured? (Chapter 6)</p> | <ul style="list-style-type: none"> • Develop an appreciation of citizen's increased participation in electoral politics • Recognise the significance of the Election Commission • Provide an overview of central governmental structures • Sensitise to the key role of the Parliament and its procedures • Distinguish between nominal and real executive authorities and functions • Understand the parliamentary system of executive's accountability to the legislature • Develop a citizens' awareness of their rights • Introduction to and appreciation of the Fundamental Rights • Recognition of the ways in which these rights are exercised and denied in real life situations. • Introduction to judicial system and key institutions like the Supreme Court, High Courts and National Human Rights Commission. |

Unit - 4 : Understanding Economic Development - I

40 Periods

| Themes | Objectives |
|---|---|
| <p>Term I</p> <p>1. The economic story of Palampore: Economic transactions of Palampore and its interaction with the rest of the world through which the concept of production (including three factors of production (land, labour and capital) can be introduced. (Chapter 1)</p> <p>2. People as Resource : Introduction of how people become resource / asset; economic activities done by men and women; unpaid work done by women; quality of human resource ;</p> | <p>Familiarising the children with some basic economic concepts through an imaginary story of a village</p> <p>Familiarisation of a few population related concepts and sensitization of child that people as asset can participate and contribute in nation building</p> |

| Themes | Objectives |
|---|---|
| <p>role of health and education; unemployment as a form of nonutilisation of human resource; socio-political implication in simple form (Chapter 2)</p> <p>Term II</p> <p>3. Poverty as a challenge facing India : Who is poor (through two case studies: one rural one urban); indicators; absolute poverty (not as a concept but through a few simple examples) - why people are poor ; unequal distribution of resources; comparison between countries; steps taken by government for poverty alleviation (Chapter 3)</p> <p>4. Food Security : Source of foodgrains- variety across the nation - famines in the past - the need for self sufficiency - role of government in food security - procurement of foodgrains - overflowing of granaries and people without food - public distribution system - role of cooperatives in food security (foodgrains, milk and vegetables ration shops, cooperative shops, two-three examples as case studies) (Chapter 4)</p> | <p>Understanding of poverty as a challenge and sensitization of the learner;</p> <p>Appreciation of the government initiative to alleviate poverty</p> <p>Exposing the child to an economic issue which is basic necessities of life;</p> <p>Appreciate and critically look at the role of government in ensuring food supply</p> |

Suggested Activities / Instructions :

Theme 1 : Give more examples of activities done by different workers and farmers.

Numerical problems can also be included.

Some of the ways through which description of villages are available in the writings of Prem Chand, MN Srinivas and RK Narayan. They may have to be referred.

Theme II : Discuss the impact of unemployment

Debate on whether all the activities done by women should be included or not.

Is begging an economic activity? Discuss.

Is it necessary to reduce population growth or family size? Discuss.

Theme IV : Visit a few farms in a village and collect the details of foodgrains cultivated;

Visit a nearby ration shop and collect the details of goods available;

Visit a regulated market yard and observe how goods are transacted and get the details of the places where the goods come and go.

Unit - 5 : Disaster Management**25 Periods****Term I**

1. **Introduction to Disaster Management** (Chapter 1)
2. **Common Hazards - Prevention and Mitigation** (Chapter 2)

Term II

3. **Man made disasters - Nuclear, Biological and Chemical.** (Chapter 3)
4. **Community Based Disaster Management.** (Chapter 4)

Note: Projects, activities and other exercises in Unit 5 should encourage students to place 'disasters' and "disaster management in:

- (i) The wider context of Social Science knowledge as covered through the History, Geography, Political Science and Economics textbooks of class IX/X.
- (ii) Other problems faced by our country & the world from time to time.

PRESCRIBED TEXTBOOKS :

1. India and the Contemporary World History - Published by NCERT
2. Contemporary India - Geography - Published by NCERT
3. Democratic Politics - Published by NCERT
4. Economics - Published by NCERT
5. Together, Towards a Safer India - Part II, a textbook on Disaster Management for Class IX - Published by CBSE

Class X**Time : 3 Hours****Marks : 90**

| | TERM 1 | TERM 2 |
|--|---------------|---------------|
| UNIT | | |
| 1 India and the Contemporary World - II | 23 | 23 |
| 2 India - Resources and their Development | 23 | 23 |
| 3 Democratic Politics II | 22 | 22 |
| 4 Understanding Economic Development - II | 22 | 22 |
| 5 Disaster Management-only through project work and assignments. | - | - |
| TOTAL | 90 | 90 |