

# **SOCIAL SCIENCE**

(Code No. 323)

## **BRIEF**

Social Sciences 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 sciences curriculum draws its content mainly from geography, history, civics 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 study 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 X**  
**Theory Paper 1**

**3 Hours**

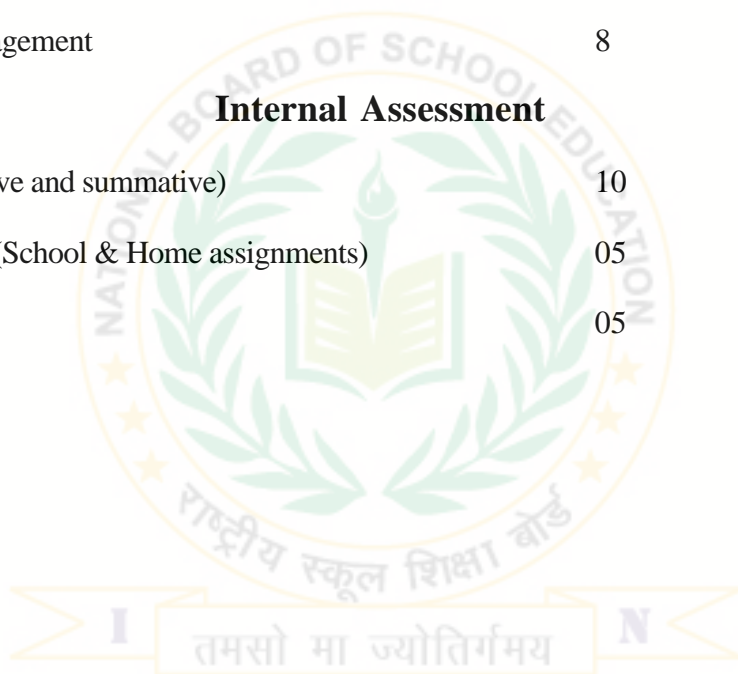
**Marks 80+20**

for internal assessment

	Marks
Unit 1 :India and the contemporary World -II	20
Unit 2 :India - Resources and their Development	18
Unit 3 :Democratic Politics II	18
Unit 4 :Understanding Economics -II	16
Unit 5 :Disaster Management	8

**Internal Assessment**

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| 1. Tests (formative and summative)         | 10 |
| 2. Assignments (School & Home assignments) | 05 |
| 3. Project work                            | 05 |



# Unit 1 : India and the Contemporary World-II

Theme	Objectives
<p>Students are required to choose any two themes each from the first two sub units and one from the third sub-unit. In sub-unit 1.1/ theme 3 is compulsory. For second theme in that subunit, students are required to choose anyone from the first two themes.</p> <p>Thus all students are required to study five themes in all.</p> <p><b>Sub-unit 1. 1 : Events and processes :</b></p> <p><b>1. Nationalism in Europe:</b></p> <p>(a) The growth of nationalism in Europe after the 1830s. (b) The ideas of Giuseppe Mazzini etc. (c) General characteristics of the movements in Poland, Hungary, Italy, Germany and Greece.</p> <p><b>2. Nationalist Movement in Indo China:</b></p> <p>Factors leading to growth of nationalism in India</p> <p>(a) French colonialism in Indochina. (b) Phases of struggle against the French. (c) The ideas of Phan Dinh Phung, Phan Soi Chau, Nguyen Ac Quoc (d) The second world war and the liberation struggle. (e) America and the second Indochina war.</p> <p><b>3. Nationalism in India : Civil Disobedience Movement</b> (a) First world war, Khilafat and Non-Cooperation. (b) Salt Satyagraha. (c) Movements of peasants, workers, tribals. (d) Activities of different political groups.</p>	<p>The theme will discuss the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period.</p> <p>Discuss the relationship/difference between European nationalism and anti-colonial nationalisms.</p> <p>Point to the way the idea of the nation states became generalized in Europe and elsewhere. Discuss the difference between French colonialism in Indochina and British colonialism in India.</p> <p>Outline the different stages of the anti imperialist struggle in Indochina.</p> <p>Familiarize the students with the differences between nationalist movements in Indo China and India.</p> <p>Discuss the characteristics of Indian nationalism through a case study of Civil Disobedience Movement.</p> <p>Analyze the nature of the diverse social movements of the time.</p> <p>Familiarize students with the writings and ideals of different political groups and individuals, notably Mahatama Gandhi.</p>

## Theme

## Objectives

### Sub-unit 1.2 : Economies and livelihoods: 4.

**Industrialization 1850s - 1950s :** (a) Contrast between the form of industrialization in Britain and India. (b) Relationship between handicrafts and industrial production, formal and informal sectors. (c) Livelihood of workers. Case studies : Britain and India.

**5. Urbanization and urban lives:** (a) Patterns of urbanization (b) Migration and the growth of towns. (c) Social change and urban life. (d) Merchants, middle classes, workers and urban poor.

**Case studies :** London and Bombay in the nineteenth and twentieth century.

**6. Trade and Globalization:** (a) Expansion and integration of the world market in the nineteenth and early twentieth century. (b) Trade and economy between the two Wars. (c) Shifts after the 1950s. (d) Implications of globalization for livelihood patterns. Case study : The post War International Economic order, 1945 to 1960s.

### Sub-unit 1.3 : Culture, Identity and Society

**7. Print culture and nationalism.** (a) The history of print in Europe. (b) The growth of press in nineteenth century India. (c) Relationship between print culture, public debate and politics.

**8. History of the novel:** (a) Emergence of the novel as a genre in the west. (b) The relationship between the novel and changes in modern society. (c) Early novels in nineteenth century India. (d) A study of two or three major writers. Sub-unit 1.4: Map Work (2 Marks)

discuss two different patterns of industrialization/one in the imperial country and another within a colony.

Show the relationship between different sectors of production.

Show the difference between urbanization in two different contexts. A focus on Bombay and London will allow the discussions on urbanization and industrialization to complement each other.

Show that globalization has a long history and point to the shifts within the process.

Analyze the implication of globalization for local economies.

Discuss how globalization is experienced differently by different social groups.

Discuss the link between print culture and the circulation of ideas.

Familiarize students with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past.

Show that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change. Familiarize students with some of the ideas of writers who have had a powerful impact on society.

## Unit 2 : India - Resources and their Development

Theme	Objectives
<p><b>1. Resources:</b> Types - natural and human; Need for resource planning.</p> <p><b>2. Natural Resources:</b> land as a resource, soil types and distribution; changing land-use pattern; land degradation and conservation measures.</p> <p><b>3. Forest and Wild life resources:</b> types and distribution ,depletion of flora and fauna; conservation and protection of forest and wild life.</p> <p><b>4. Agriculture:</b> types of farming, major crops, cropping pattern, technological and institutional reforms; their impact; contribution of Agriculture to national economy - employment and output.</p> <p><b>5. Water resources :</b> sources, distribution, utilisation, multi-purpose projects, water scarcity, need for conservation and anagement, rainwater harvesting. (One case study to be introduced)</p> <p><b>6. Mineral Resources :</b> types of minerals, distribution, use and economic importance of minerals, conservation.</p> <p><b>7. Power Resources :</b> types of power resources : conventional and non-conventional, distribution and utilization, and conservation.</p> <p><b>8. Manufacturing Industries :</b> Types, spatial distribution, contribution of industries to the national economy, industrial pollution and degradation of environment, measures to control degradation. (One case study to be introduced)</p> <p>9. Transport, communication and trade</p> <p>10. Map Work (4 marks)</p>	<p>Understand the value of resources and the need for their judicious utilisation and conservation; Identify various types of farming and discuss the various farming methods; To describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern;</p> <p>Explain various government policies for institutional as well as technological reforms since independence; Understand the importance of forest and wild life in our environment as well as develop concept towards depletion of resources.</p> <p>Understand the importance of agriculture in national economy;</p> <p>Understand the importance of water as a resource as well as develop awareness towards its judicious use and conservation;</p> <p>Discuss various types of minerals as well as their uneven nature of distribution and explain the need for their judicious utilisation;</p> <p>Discuss various types of conventional and nonconventional resources and their utilization</p> <p>Discuss the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas;</p> <p>Discuss the need for a planned industrial development and debate over the role of government towards sustainable development; To explain the importance of transport and communication in the ever shrinking world; To understand the role of trade in the economic development of a country,</p>

## Unit 3 : Democratic Politics II

Theme	Objectives
<p><b>1. Power sharing mechanisms in democracy</b> Why and how is power shared in democracies? How has federal division of power in India helped national unity? To what extent has decentralisation achieved this objective? How does democracy accommodate different social groups?</p>	<p>Analyse the relationship between social cleavages and political competition with reference to Indian situation.</p> <p>Understand and analyse the challenges posed by communalism to Indian democracy.</p> <p>Understand the enabling and disabling effects of caste and ethnicity in politics.</p>
<p><b>2. Working of Democracy</b> Are divisions inherent to the working of democracy? What has been the effect of caste on politics and of politics on caste? How has the gender division shaped politics? How do communal divisions affect democracy?</p>	<p>Develop a gender perspective on politics. Introduce students to the centrality of power sharing in a democracy.</p> <p>Understand the working of spatial and social power sharing mechanisms.</p>
<p><b>3. Competition and contestations in democracy</b> How do struggles shape democracy in favour of ordinary people? What role do political parties play in competition and contestation? Which are the major national and regional parties in India? Why have social movements come to occupy large role in politics?</p>	<p>Analyse federal provisions and institutions. Understand the new Panchayati Raj institutions in rural and urban areas.</p> <p>Understand the vital role of struggle in the expansion of democracy.</p> <p>Analyse party systems in democracies. Introduction to major political parties in the country.</p>
<p><b>4. Outcomes of democracy</b> Can or should democracy be judged by its outcomes? What outcomes can one reasonably expect of democracies? Does democracy in India meet these expectations? Has democracy led to development, security and dignity for the people? What sustains democracy in India?</p>	<p>Analyse the role of social movements and nonparty political formations</p> <p>Introduction to the difficult question of evaluating the functioning of democracies Develop the skills of evaluating Indian democracy on some key dimensions : development, security and dignity for the people.</p>
<p><b>5. Challenges to democracy</b> Is the idea of democracy shrinking? What are the major challenges to democracy in India? How can democracy be reformed and deepened? What role can an ordinary citizen play in deepening democracy?</p>	<p>Understand the causes for continuation of democracy in India.</p> <p>Distinguish between sources of strength and weaknesses of Indian democracy</p> <p>Reflect on the different kinds of measures possible to deepen democracy Promote an active and participatory citizenship.</p>

## Unit 3 : Democratic Politics II

Theme	Objectives
<p><b>1. The Story of Development :</b></p> <p>The traditional notion of development; National Income and Per-capita Income. Growth of NI critical appraisal of existing development indicators (PCI, IMR, SR and other income and health indicators) The need for health and educational development; Human Development Indicators (in simple and brief as a holistic measure of development.</p> <p>The approach to this theme: Use case study of three states (Kerala, Punjab and Bihar) or take a few countries (India, China, Sri Lanka and one developed country)</p>	<p>Familiarisation of some macroeconomic concepts.</p> <p>Sensitizing the child about the rationale for overall human development in our country, which include the rise of income, improvements in health and education rather than income.</p> <p>It is necessary to raise question in minds of the children whether the increase in income alone is sufficient for a nation.</p> <p>How and why people should be healthy and provided with education.</p>
<p><b>2. The Role of Service Sector in Indian Economy :</b> What is service sector (through examples) : Importance of Service Sector in generating employment and income to the nation (with the help of a few case studies); Growth of Service Sector in India; India as a major service provider to the world; The need for public investment; The role of important infrastructure, education and health</p>	<p>Familiarize the concept of money as an economic concept;</p> <p>Create awareness of the role of financial institutions from the point of view of day-to-day life.</p>
<p><b>3. Money and Financial System:</b> Role of money in an economy: Historical origin; Formal and Informal financial institutions for Savings and Credit- General Introduction; Select one formal institution such as a nationalized commercial bank and a few informal institutions; Local money lenders, landlords, self help groups, chit funds and private finance companies.</p>	<p>To make aware of a major employment generating sector.</p> <p>Sensitise the learner of how and why governments invest in such an important sector.</p>
<p><b>4. Globalisation :</b> What is Globalisation (through some simple examples); How India is being globalised and why ; Development Strategy prior to 1991. State Control of Industries : Textile goods as an example for elaboration; Economic Reforms 1991; Strategies adopted in Reform measures (easing of capital flows; migration, investment flows); Different perspectives on globalisation and its impact on different sectors; Political Impact of globalisation.</p>	<p>Provide children with some idea about how a particular economic phenomenon is influencing their surroundings and day-to-day life.</p>

## **Unit 5 : Disaster Management**

### **Tsunami**

**Safer Construction Practices.**

**Survival Skills.**

**Alternate Communication systems during disaster.**

**Sharing Responsibility**

### **Prescribed Textbooks :**

1. India and the Contemporary World-II (History) - **Published by NCERT**
2. Contemporary India II (Geography) - **Published by NCERT**
3. Democratic Politics II (Political Science) - **Published by NCERT**
4. Understanding Economic Development II - **Published by NCERT**

