

SOCIAL SCIENCE

Introduction

The revised syllabus for the Social Sciences in Classes VI-XII attempts to advance an on-going process of assisting children and young people to understand that a healthy engagement with the world must come as much from the way society takes shape and functions as from a proper sense of its material and physical foundations. From this, it is expected, a vision will evolve that the Social Sciences provide both essential skills of comprehension that are fundamental to any activity, and a means of self-understanding and fulfilment that can be diverting, exciting and challenging. The syllabus assumes that the knowledge apparatus of the child and the young person is itself complex — both given the wide range of materials that the visual and print media have drawn into country and urban life and the nature of the problems of everyday life. To negotiate the diversity and confusion and excitement the world throws up itself requires activity and insight that the Social Sciences can substantially provide. To have a firm and flexible perspective on India's past and the world from which, and in which, the country develops, sensitivity to crucial social problems is essential. The syllabus attempts to encourage such sensitivity and provide it with the ground on which it may deepen — stressing that attention should be paid to the means through which sensitivity and curiosity are aroused as much as the specific information that stimulates it.

The Social Sciences have been a part of the school curriculum before Class VI as part of the teaching of Environmental Studies. The revised EVS syllabus has attempted to draw the child's attention in Classes III-V to the broad span of time, space and the life in society, integrating this with the way in which she or he has come to see and understand the world around them.

In Classes VI-X, this process continues, but with a greater attention to specific themes and with an eye to the disciplines through which Social Science perspectives have evolved. Up to a point, the subjects that are the focus of college-level teaching — History, Geography, Political Science, and Economics — are meant to take shape in the child's imagination during these years but only in a manner where their boundaries are open to dispute, and their disciplinary quality is understated. With such intentions, syllabus-makers have been more concerned with theme and involvement rather than information. Textbook writers will be concerned to ensure that understanding does not suffer through suffocation by obsession with detail. Equally, the themes and details that are brought before the child for attention and discussion are also meant to clarify doubts and disputes that take shape in contemporary society — through an involvement of the classroom in discussions and debates via the medium of the syllabus.

With such a focus in mind, syllabus-makers for the Upper Primary and Secondary stages have sought to ensure that their course content overlaps at various levels, to strengthen understanding, and provide a foundation in detail from which natural curiosity and the capacity for investigation may evolve and develop. It is also anticipated that, in keeping with the spirit of the National Curriculum Framework the syllabus itself will promote project work that encourages the child to take stock of the overlap, to see a problem as existing at different and interconnected levels. Guides to this as well as specific instances will be provided in textbooks.

Throughout, India's own experiences over time, and the solutions advocated by national governments, as well as the problems they have encountered, are expected to give the child a firm sense of locality, region and nation in an interconnected and complex manner. Both the intentions that have stimulated policy, the ideals and compulsions that have guided them as well as the diversity of experience of what has taken place finds attention and enquiry in the syllabus. Equally, comparisons between India's experience and global experiences are encouraged and India's interactions with the world find attention. Social, cultural and political issues are the focus of comparison.

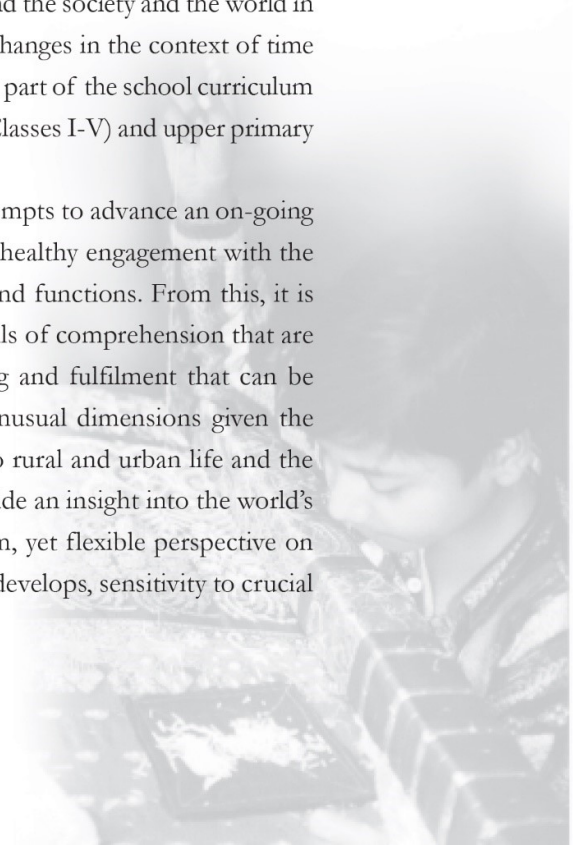
It is within such a framework that the deeper engagement with disciplines are expected to evolve in Classes XI and XII — allowing the young person either to prepare for higher education or a broad range of professions that require more specific skills. While anticipating some of the concerns of higher education, the syllabus of this time must and does focus on foundation rather than information — stimulating an awareness of essential categories, and a broad sense of disciplinary areas.

THE SOCIAL SCIENCES' SYLLABUS FOR SECONDARY STAGE

Introduction

Social Sciences is an integral component of general education up to the secondary stage of school education. Its study is crucial as it helps young learners to understand the society and the world in which they live, and view the socio-economic developments and changes in the context of time and space and also in relation to each other. Social Sciences has been part of the school curriculum at the elementary stage (Classes I-VIII) comprising primary stage (Classes I-V) and upper primary stage (Classes VI-VIII).

The revised syllabus for the Social Sciences in Classes I-X attempts to advance an on-going process to assist children and young people to understand that a healthy engagement with the world must come from knowledge of how society takes shape and functions. From this, it is expected, a vision will evolve that the Social Sciences provide skills of comprehension that are fundamental to any activity — and a path to self-understanding and fulfilment that can be diverting, exciting and challenging. The syllabus has acquired unusual dimensions given the range of material that the visual and print media have drawn into rural and urban life and the nature of the problems of everyday life. Social Sciences can provide an insight into the world's diversity and help resolve many conflicting issues. To have a firm, yet flexible perspective on India's past and the world from which, and in which, the country develops, sensitivity to crucial



social problems is essential. The syllabus attempts to encourage such sensitivity and provide it with the ground on which it may deepen — stressing that attention should be paid to the means through which sensitivity and curiosity are aroused as much as the specific information that stimulates it. The syllabus encourages an understanding of the human condition in terms that show the value of initiatives that take their cue from notions of democracy, equality and social justice defined in the broadest sense — but it seeks to do so through intelligent discussion and proper knowledge of alternatives.

At the secondary stage, Social Sciences help the learners in understanding the environment in its totality and developing a broader perspective and an empirical, reasonable and humane outlook. At this stage greater attention to specific themes is given with an eye to the disciplines through which Social Science perspectives have evolved. Up to a point, the subjects that are the focus of higher secondary teaching — History, Geography, Political Science, Economics — are meant to take shape in the child's imagination during these years. With such intentions, the syllabus has focused on theme and involvement rather than information. Textbooks will be written to ensure that understanding does not suffer by burdening the child with too much information and detail. Equally, the themes and details that are brought before the child for attention and discussion are also meant to clarify doubts and disputes that take shape in contemporary society — through an involvement of the classroom in discussions and debates via the medium of the syllabus.

In Classes IX-X, political scientists, historians and economists draw on the relationship between India and the world — already evident in the varying geography perspectives of earlier classes — through comparisons of various themes. Geography provides a sound focus on India's physical forms and resources in a manner that interacts with the work of geographers, historians, economists and the political scientists' discussion of democratic practice the world over.

With such a focus in mind, the syllabus for the Upper Primary and Secondary stages has sought to ensure that their course content overlaps at various levels, to strengthen understanding, and provide a foundation in detail from which natural curiosity and the capacity for investigation may evolve and develop. The approach to the syllabus has varied, but it has been consistent in these pedagogic priorities.

It is anticipated that, in keeping with the spirit of the National Curriculum Framework, the syllabus itself will promote project work that encourages the child to take stock of the overlap, to see a problem as existing at different and interconnected levels. Guides to this, as well as specific instances, will be provided in textbooks.

It is within such a framework that the deeper engagement with disciplines are expected to evolve in Classes XI and XII — allowing the young person either to prepare for higher education or a broad range of professions that require more specific skills. While anticipating some of the concerns of higher education, the syllabus of this time must and does focus on foundation rather than information — stimulating an awareness of essential categories, and a broad sense of disciplinary areas.

COURSE STRUCTURE

Class-IX

Theory Paper

Time: 3 Hrs.		Max. Marks: 80	
No.	Units	No. of Periods	Marks
I	India and the Contemporary World – I	60	20
II	Contemporary India – I	55	20
III	Democratic Politics - I	50	20
IV	Economics	50	20
Total		215	80

COURSE CONTENT

Unit 1: India and the Contemporary World – I		60 Periods
Themes	Learning Objectives	
<p>Section 1: Events and Processes: (All the three themes are compulsory)</p> <p>I. The French Revolution</p> <ul style="list-style-type: none"> • French Society During the Late Eighteenth Century • The Outbreak of the Revolution • France Abolishes Monarchy and Becomes a Republic • Did Women have a Revolution? • The Abolition of Slavery • The Revolution and Everyday Life <p>II. Socialism in Europe and the Russian Revolution</p> <ul style="list-style-type: none"> • The Age of Social Change • The Russian Revolution • The February Revolution in Petrograd • What Changed after October? • The Global Influence of the Russian Revolution and the USSR 	<p>In each of the themes in this unit students would get familiarized with distinct ideologies, 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.</p> <ul style="list-style-type: none"> • Familiarize with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it. • Know the use of written, oral and visual material to recover the history of revolutions. • Explore the history of socialism through the study of Russian Revolution. • Familiarize with the different types of ideas that inspired the revolution. 	

III. Nazism and the Rise of Hitler

- Birth of the Weimar Republic
- Hitler's Rise to Power
- The Nazi Worldview
- Youth in Nazi Germany
- Ordinary People and the Crimes Against Humanity

Section 2: Livelihoods, Economies and Societies

Any one theme of the following

IV. Forest Society and Colonialism

- Why Deforestation?
- The Rise of Commercial Forestry
- Rebellion in the Forest
- Forest Transformations in Java

V. Pastoralists in the Modern World

- Pastoral Nomads and their Movements
- Colonial Rule and Pastoral Life
- Pastoralism in Africa

- Discuss the critical significance of Nazism in shaping the politics of modern world.
- Get familiarized with the speeches and writings of Nazi Leaders.

- 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.

- Highlight varying patterns of developments within pastoral societies in different places.

- Analyse the impact of colonialism on forest societies, and the implication of scientific forestry.

- Show the different processes through which agrarian transformation may occur in the modern world.

- Analyse the impact of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets on pastoralism in the modern world.

Unit 2: Contemporary India – I	55 Periods
Themes	Learning Objectives
<p>1. India</p> <ul style="list-style-type: none"> • Size and Location • India and the World • India's Neighbours <p>2. Physical Features of India</p> <ul style="list-style-type: none"> • Major Physiographic Divisions <p>3. Drainage</p> <ul style="list-style-type: none"> • Major rivers and tributaries • Lakes • Role of rivers in the economy • Pollution of rivers <p>4. Climate</p> <ul style="list-style-type: none"> • Concept • Climatic Controls • Factors influencing India's climate • The Indian Monsoon • Distribution of Rainfall • Monsoon as a unifying bond <p>5. Natural Vegetation and Wild Life</p> <ul style="list-style-type: none"> • Factors affecting Vegetation • Vegetation types • Wild Life • Conservation <p>6. Population</p> <ul style="list-style-type: none"> • Size • Distribution • Population Growth and Process of Population Change 	<ul style="list-style-type: none"> • Identify the location of India in the Indian subcontinent. • Understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types. • Identify the river systems of the country and explain the role of rivers in the human society. • Identify various factors influencing the climate and explain the climatic variation of our country and its impact on the life of people. • Explain the importance and unifying role of monsoons. • Explain the nature of diverse flora and fauna as well as their distribution. • Develop concern about the need to protect the biodiversity of our country. • Analyse the uneven nature of population distribution and show concern about the large size of our population. • Identify the different occupations of people and explain various factors of population change. • Explain various dimensions of National Population Policy and understand the needs of adolescents as underserved group.

Unit 3: Democratic Politics – I	50 Periods
Themes	Learning Objectives
<p>1. What is Democracy? Why Democracy?</p> <ul style="list-style-type: none"> • What is Democracy? • Features of Democracy • Why Democracy? • Broader Meaning of Democracy <p>2. Constitutional Design</p> <ul style="list-style-type: none"> • Democratic Constitution in South Africa • Why do we need a Constitution? • Making of the Indian Constitution • Guiding Values of the Indian Constitution <p>3. Electoral Politics</p> <ul style="list-style-type: none"> • Why Elections? • What is our System of Elections? • What makes elections in India democratic? <p>4. Working of Institutions</p> <ul style="list-style-type: none"> • How is the major policy decision taken? • Parliament • Political Executive • Judiciary 	<ul style="list-style-type: none"> • Develop conceptual skills of defining democracy. • Understand how different historical processes and forces have promoted democracy. • Develop a sophisticated defense of democracy against common prejudices. • Develop a historical sense of the choice and nature of democracy in India. • Understand the process of Constitution making. • Develop respect for the Constitution and appreciation for Constitutional values. • Recognize Constitution as a dynamic and living document. • Understand representative democracy via competitive party politics. • Familiarize with Indian electoral system. • Reason out for the adoption of present Indian Electoral System. • Develop an appreciation of citizen's increased participation in electoral politics. • Recognize the significance of the Election Commission. • Get an overview of central governmental structures. • Identify the role of Parliament and its procedures. • Distinguish between political and permanent executive authorities and functions. • Understand the parliamentary system of executive's accountability to the legislature.

<p>5. Democratic Rights</p> <ul style="list-style-type: none"> • Life without rights • Rights in a Democracy • Rights in the Indian Constitution • Expanding the scope of rights 	<ul style="list-style-type: none"> • Understand the working of Indian Judiciary. • Recognize the need for rights in one's life. • Understand the availability /access of rights in a democratic system/government. • Identify and be able to comprehend the Fundamental Rights given by the Indian Constitution to its citizens. • Create awareness regarding the process of safeguarding rights.
<p>Unit 4: Economics 50 Periods</p>	
<p>Themes</p>	<p>Objectives</p>
<p>1. The Story of Village Palampur</p> <ul style="list-style-type: none"> • Overview • Organization of production • Farming in Palampur • Non-farm activities of Palampur <p>2. People as Resource</p> <ul style="list-style-type: none"> • Overview • Economic activities by men and women • Quality of Population • Unemployment <p>3. Poverty as a Challenge</p> <ul style="list-style-type: none"> • Two typical cases of poverty • Poverty as seen by Social Scientists • Poverty Estimates • Vulnerable Groups • Interstate disparities • Global Poverty Scenario • Causes of Poverty • Anti-poverty measures • The Challenges Ahead 	<ul style="list-style-type: none"> • Familiarize with basic economic concepts through an imaginary story of a village. • Understand the demographic concepts. • Understand how population can be an asset or a liability for a nation. • Understand poverty as a challenge. • Identify vulnerable group and interstate disparities • Appreciate the initiatives of the government to alleviate poverty.

4. Food Security in India

- Overview
- What is Food Security?
- Why Food Security?
- Who are food insecure?
- Food Security in India
- What is Buffer Stock?
- What is the Public Distribution System?
- Current Status of Public Distribution System

- Understand the concept of food security.
- Appreciate and analyse the role of government in ensuring food supply.

**SOCIAL SCIENCE
QUESTION PAPER DESIGN**

Time: 3 Hours		Maximum Marks: 80	
Sr. No.	Competencies	Total Marks	% Weightage
1	Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas	28	35%
2	Applying: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	14	17.5%
3	Formulating, Analysing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	32	40%
4	Map Skill	6*	7.5%
		80	100%

Note: Teachers may refer 'Learning Outcomes' published by NCERT for developing Lesson Plans, Assessment Framework and Questions.

* 02 Items from History Map List and 04 from Geography Map List

Internal Assessment: 20 Marks

COURSE STRUCTURE

Class-X

Theory Paper

Time: 3 Hrs.		Max. Marks: 80	
No.	Units	No. of Periods	Marks
I	India and the Contemporary World – II	60	20
II	Contemporary India – II	55	20
III	Democratic Politics - II	50	20
IV	Understanding Economic Development	50	20
Total		215	80

COURSE CONTENT

Unit 1: India and the Contemporary World – II		60 Periods
Themes	Learning Objectives	
Section 1: Events and Processes		
1. The Rise of Nationalism in Europe		
<ul style="list-style-type: none">• The French Revolution and the Idea of the Nation• The Making of Nationalism in Europe• The Age of Revolutions: 1830-1848• The Making of Germany and Italy• Visualizing the Nation• Nationalism and Imperialism	<ul style="list-style-type: none">• Enable the learners to identify and comprehend the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period.• Establish the relationship and bring out the difference between European nationalism and anti-colonial nationalisms.• Understand the way the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere.	
2. Nationalism in India		
<ul style="list-style-type: none">• The First World War, Khilafat and Non-Cooperation• Differing Strands within the Movement• Towards Civil Disobedience• The Sense of Collective Belonging	<ul style="list-style-type: none">• Recognize the characteristics of Indian nationalism through a case study of Non-Cooperation and Civil Disobedience Movement.• Analyze the nature of the diverse social movements of the time.• Familiarize with the writings and ideals of different political groups and individuals.	

<p>Section 2: Livelihoods, Economies and Societies: Any one theme of the following:</p> <p>3. The Making of a Global World</p> <ul style="list-style-type: none"> • The Pre-modern world • The Nineteenth Century (1815-1914) • The Inter war Economy • Rebuilding a World Economy: The Post-War Era <p>4. The Age of Industrialization</p> <ul style="list-style-type: none"> • Before the Industrial Revolution • Hand Labour and Steam Power • Industrialization in the colonies • Factories Come Up • The Peculiarities of Industrial Growth • Market for Goods <p>Section 3: Everyday Life, Culture and Politics</p> <p>5. Print Culture and the Modern World</p> <ul style="list-style-type: none"> • The First Printed Books • Print Comes to Europe • The Print Revolution and its Impact • The Reading Mania • The Nineteenth Century • India and the World of Print • Religious Reform and Public Debates • New Forms of Publication • Print and Censorship 	<ul style="list-style-type: none"> • Appreciate the ideas promoting Pan Indian belongingness. • 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. • Familiarize with the Pro- to-Industrial phase and Early – factory system. • Familiarize with the process of industrialization and its impact on labour class. • Enable them to understand industrialization in the colonies with reference to Textile industries. • Identify the link between print culture and the circulation of ideas. • Familiarize with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past. • Understand that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.
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Unit 2: Contemporary India – II	55 Periods
Themes	Learning Objectives
<p>1. Resources and Development</p> <ul style="list-style-type: none"> • Types of Resources • Development of Resources • Resource Planning in India • Land Resources • Land Utilization • Land Use Pattern in India • Land Degradation and Conservation Measures • Soil as a Resource • Classification of Soils • Soil Erosion and Soil Conservation <p>2. Forest and Wildlife</p> <ul style="list-style-type: none"> • Biodiversity or Biological Diversity • Flora and Fauna in India • Vanishing Forests • Asiatic Cheetah: Where did they go? • The Himalayan Yew in trouble • Conservation of forest and wildlife in India • Project Tiger • Types and distribution of forests and wildlife resources • Community and Conservation <p>Note: The chapter 'Forest and Wildlife' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.</p> <p>3. Water Resources</p> <ul style="list-style-type: none"> • Water Scarcity and The Need for Water Conservation and Management • Multi-Purpose River Projects and Integrated Water Resources Management • Rainwater Harvesting 	<ul style="list-style-type: none"> • Understand the value of resources and the need for their judicious utilization and conservation. • Understand the importance of biodiversity with regard to flora and fauna in India. • Analyse the importance of conservation of forests and wildlife. • Comprehend the importance of water as a resource as well as develop awareness towards its judicious use and conservation.

Note: The theoretical aspect of chapter 'Water Resources' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination. However, the map items of this chapter as given in the Map List will be evaluated in Board Examination.

4. Agriculture

- Types of farming
- Cropping Pattern
- Major Crops
- Technological and Institutional Reforms
- Impact of Globalization on Agriculture

5. Minerals and Energy Resources

- What is a mineral?
- Mode of occurrence of Minerals
- Ferrons and Non-Ferrons Minerals
- Non-Metallic Minerals
- Rock Minerals
- Conservation of Minerals
- Energy Resources
 - Conventional and Non-Conventional
 - Conservation of Energy Resources

6. Manufacturing Industries

- Importance of manufacturing
- Contribution of Industry to National Economy
- Industrial Location
- Classification of Industries

- Explain the importance of agriculture in national economy.
- Identify various types of farming and discuss the various farming methods; describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern.
- Explain various government policies for institutional as well as technological reforms since independence.
- Identify different types of minerals and energy resources and places of their availability
- Feel the need for their judicious utilization
- Bring out 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.

<ul style="list-style-type: none"> • Spatial distribution • Industrial pollution and environmental degradation • Control of Environmental Degradation <p>7. Life Lines of National Economy</p> <ul style="list-style-type: none"> • Transport – Roadways, Railways, Pipelines, Waterways, Airways • Communication • International Trade • Tourism as a Trade 	<ul style="list-style-type: none"> • Discuss the need for a planned industrial development and debate over the role of government towards sustainable development. • Explain the importance of transport and communication in the ever-shrinking world. • Understand the role of trade and tourism in the economic development of a country.
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Unit 3: Democratic Politics – II		50 Periods
Themes	Learning Objectives	
<p>1. Power Sharing</p> <ul style="list-style-type: none"> • Case Studies of Belgium and Sri Lanka • Why power sharing is desirable? • Forms of Power Sharing <p>2. Federalism</p> <ul style="list-style-type: none"> • What is Federalism? • What make India a Federal Country? • How is Federalism practiced? • Decentralization in India <p>3. Democracy and Diversity</p> <ul style="list-style-type: none"> • Case Studies of Mexico • Differences, similarities and divisions • Politics of social divisions <p>Note: The chapter ‘Democracy and Diversity’ to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.</p> <p>4. Gender, Religion and Caste</p> <ul style="list-style-type: none"> • Gender and Politics • Religion, Communalism and Politics 	<ul style="list-style-type: none"> • Familiarize with the centrality of power sharing in a democracy. • Understand the working of spatial and social power sharing mechanisms. • Analyse federal provisions and institutions. • Explain decentralization in rural and urban areas. • Analyse the relationship between social cleavages and political competition with reference to Indian situation. • Identify and analyse the challenges posed by 	

<ul style="list-style-type: none"> • Caste and Politics <p>5. Popular Struggles and Movements</p> <ul style="list-style-type: none"> • Popular Struggles in Nepal and Bolivia • Mobilization and Organization • Pressure Groups and Movements <p>Note: The chapter ‘Popular Struggles and Movements’ to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.</p> <p>6. Political Parties</p> <ul style="list-style-type: none"> • Why do we need Political Parties? • How many Parties should we have? • National Political Parties • State Parties • Challenges to Political Parties • How can Parties be reformed? <p>7. Outcomes of Democracy</p> <ul style="list-style-type: none"> • How do we assess democracy’s outcomes? • Accountable, responsive and legitimate government • Economic growth and development • Reduction of inequality and poverty • Accommodation of social diversity • Dignity and freedom of the citizens <p>8. Challenges to Democracy</p> <ul style="list-style-type: none"> • Thinking about challenges • Thinking about Political Reforms 	<p>communalism to Indian democracy.</p> <ul style="list-style-type: none"> • Recognise the enabling and disabling effects of caste and ethnicity in politics. • Develop a gender perspective on politics. <ul style="list-style-type: none"> • Understand the vital role of people’s struggle in the expansion of democracy. <ul style="list-style-type: none"> • Analyse party systems in democracies. • Introduction to major political parties, challenges faced by them and reforms in the country. <ul style="list-style-type: none"> • Evaluate the functioning of democracies in comparison to alternative forms of governments. • Understand the causes for continuation of democracy in India. • Distinguish between sources of strengths and weaknesses of Indian democracy. <ul style="list-style-type: none"> • Reflect on the different kinds of measures possible to deepen democracy.
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<ul style="list-style-type: none"> • Redefining democracy <p>Note: The chapter ‘Challenges to Democracy’ to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.</p>	<ul style="list-style-type: none"> • Promote an active and participatory citizenship.
Unit 4: Understanding Economic Development 50 Periods	
Themes	Objectives
<p>1. Development</p> <ul style="list-style-type: none"> • What Development Promises - Different people different goals • Income and other goals • National Development • How to compare different countries or states? • Income and other criteria • Public Facilities • Sustainability of development <p>2. Sectors of the Indian Economy</p> <ul style="list-style-type: none"> • Sectors of Economic Activities • Comparing the three sectors • Primary, Secondary and Tertiary Sectors in India • Division of sectors as organized and unorganized • Sectors in terms of ownership: Public and Private Sectors <p>3. Money and Credit</p> <ul style="list-style-type: none"> • Money as a medium of exchange • Modern forms of money • Loan activities of Banks • Two different credit situations • Terms of credit • Formal sector credit in India • Self Help Groups for the Poor <p>4. Globalization and the Indian Economy</p>	<ul style="list-style-type: none"> • Familiarize with concepts of macroeconomics. • Understand the rationale for overall human development in our country, which includes the rise of income, improvements in health and education rather than income. • Understand the importance of quality of life and sustainable development. • Identify major employment generating sectors. • Reason out the government investment in different sectors of economy. • Understand money as an economic concept. • Understand the role of financial institutions from the point of view of day-to- day life.

CLASS XI

One Theory Paper Time: 3 Hours

Max. Marks: 80

Units		No. of periods	Marks
A	Introducing Sociology		
	1. Sociology, Society and its relationship with other Social Science disciplines	18	8
	2. Terms, concepts and their use in Sociology	16	8
	3. Understanding Social Institutions	20	10
	4. Culture and Socialization	16	8
	5. Doing Sociology: Research Methods	20	6
	Total	90	40
B	Understanding Society		
	6. Social Structure, Stratification and Social Processes in Society	18	10
	7. Social Change and Social order in Rural and Urban Society	20	10
	8. Environment and Society	12	4
	9. Introducing Western Sociologists	20	8
	10. Indian Sociologists	20	8
	Total	90	40
	Total	180	80
	Project Work	40	20

COURSE CONTENT

A.	INTRODUCING SOCIOLOGY	40 Marks
Unit 1	Sociology, Society and its Relationship with other Social Sciences <ul style="list-style-type: none"> • Introducing Society: Individuals and collectivities. Pluralities and Inequalities among societies. • Introducing Sociology: Emergence. Nature and Scope. • Relationship with other Social Science disciplines 	18 Periods
Unit 2	Terms, Concepts and their use in Sociology <ul style="list-style-type: none"> • Social Groups and Society • Social Stratification • Status and Role • Society & Social Control 	16 Periods
Unit 3	Understanding Social Institutions <ul style="list-style-type: none"> • Family, Marriage and Kinship • Work & Economic Life • Political Institutions • Religion as a Social Institution • Education as a Social Institution 	20 Periods

Unit 4	Culture and Socialization <ul style="list-style-type: none"> • Defining Culture • Dimensions of Culture • Socialization • Agencies of Socialisation 	16 Periods
Unit 5	Doing Sociology: Research Methods <ul style="list-style-type: none"> • Objectivity and Subjectivity in Sociology • Research Methods: Participant Observation, Survey • Tools and Techniques: Observation, Interview, Questionnaire • The Significance of Field Work in Anthropology & Sociology 	20 Periods
B.	UNDERSTANDING SOCIETY	40 Marks
Unit 6	Social Structure, Stratification and Social Processes In Society <ul style="list-style-type: none"> • Social Structure • Social Stratification • Social Processes: Cooperation, Competition, Conflict 	18 Periods
Unit 7	Social Change and Social Order in Rural and Urban Society <ul style="list-style-type: none"> • Social Change: Types, Causes and Consequences • Social Order: Domination, Authority and Law; Contestation, Crime and Violence • Concepts: Village, Town and City • Social Order and Social Change in Rural and Urban Areas 	22 Periods
Unit 8	Environment and Society <ul style="list-style-type: none"> • Ecology and Society • Environmental Crises and Social Responses • Sustainable Development 	10 Periods
Unit 9	Introducing Western Sociologists <ul style="list-style-type: none"> • The Context of Sociology • Karl Marx on Class Conflict • Emile Durkheim : Division of Labour in society • Max Weber: Interpretive Sociology, Ideal Type & Bureaucracy 	20 Periods
Unit 10	Indian Sociologists <ul style="list-style-type: none"> • G.S. Ghurye on Caste and Race • D.P. Mukherjee on Tradition and Change • A.R. Desai on the State • M.N. Srinivas on the Village 	20 Periods

PROJECT WORK Periods: 40	
Max. Marks: 20	Time allotted: 3 hours
A. Project undertaken during the academic year at school level 1. Introduction -2 Marks 2. Statement of Purpose – 2 Marks 3. Research Question – 2 Marks 4. Methodology – 3 Marks 5. Data Analysis – 4 Marks 6. Conclusion – 2 Marks	15 Marks
B. Viva – based on the project work	05 Marks

QUESTION PAPER DESIGN
CLASS XI

S. No.	Competencies	Total Marks	% Weight age
1	Knowledge & understanding Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	20	25%
2	Application of Knowledge and Concepts Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way. Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	38	47.5%
3	Formulate, Analyse, Evaluate & Create Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	22	27.5%
	Total	80	100%

**COURSE STRUCTURE
CLASS XII**

One Theory Paper Time: 3 Hours

Max. Marks: 80

Units		No. of periods	Marks
A	Indian Society		
	1. Introducing Indian Society	0	Non-evaluative
	2. The Demographic Structure of Indian Society	10	6
	3. Social Institutions: Continuity and Change	12	6
	4. The Market as a Social Institution	10	6
	5. Patterns of Social Inequality and Exclusion	18	6
	6. The Challenges of Cultural Diversity	22	8
	7. Suggestions for Project Work	10	Non-evaluative
		Total	32
B	Change and Development in Indian Society		
	8. Structural Change	8	6
	9. Cultural Change	12	6
	10. The Story of Indian Democracy	16	6
	11. Change and Development in Rural Society	10	6
	12. Change and Development in Industrial Society	12	6
	13. Globalization and Social Change	10	6
	14. Mass Media and Communications	12	6
	15. Social Movements	18	6
		Total	48
	Total	180	80

COURSE CONTENT

A.	INDIAN SOCIETY	32 Marks
Unit 1	Introducing Indian Society <ul style="list-style-type: none"> • Colonialism, Nationalism, Class and Community(Non-evaluative) 	0 Periods
Unit 2	The Demographic Structure of the Indian Society <ul style="list-style-type: none"> • Theories and concepts in demography 	10 Periods

	<ul style="list-style-type: none"> • Rural-Urban Linkages and Divisions • Population Policy in India 	
Unit 3	Social Institutions: Continuity and Change <ul style="list-style-type: none"> • Caste and the Caste System • Tribal Communities • Family and Kinship 	12 Periods
Unit 4	The Market as a Social Institution <ul style="list-style-type: none"> • Sociological perspectives on markets and the economy • Understanding Capitalism as a social system • Globalization - Interlinking of Local, Regional, National and International Markets 	10 Periods
Unit 5	Patterns of Social Inequality and Exclusion <ul style="list-style-type: none"> • Social Inequality and Social Exclusion • Systems justifying and perpetuating Inequality - Caste, Tribe, the Other Backward Classes • Adivasi Struggles • The Struggle for Women's Equality and Rights • The struggles of the Differently Abled 	18 Periods
Unit 6	The Challenges of Cultural Diversity <ul style="list-style-type: none"> • Cultural communities and the nation state • Regionalism in the Indian context • The Nation state and religion related issues and identities • Communalism, secularism and the nation state • State and Civil Society 	22 Periods
Unit 7	Suggestions for Project Work	10 Periods
B.	CHANGE AND DEVELOPMENT IN INDIA	48 Marks
Unit 8	Structural Change <ul style="list-style-type: none"> • Understanding Colonialism, Industrialization, Urbanization 	8 Periods
Unit 9	Cultural Change <ul style="list-style-type: none"> • Social Reform Movements • Different Kinds of Social Change: Sanskritisation, 	12 Periods

	Westernization, Modernization, Secularization	
Unit 10	<p>The Story of Indian Democracy</p> <ul style="list-style-type: none"> • The Constitution as an instrument of Social Change • Panchayati Raj and the Challenges of Social Transformation • Political Parties, Pressure Groups and Democratic Politics 	16 Periods
Unit 11	<p>Change and Development in Rural Society</p> <ul style="list-style-type: none"> • Agrarian Structure : Caste & class in Rural India • Land Reforms, Green Revolution and Emerging Agrarian society • Green revolution and its social consequences • Transformation in Rural Society • Circulation of labour • Globalization, Liberalization and Rural Society 	10 Periods
Unit 12	<p>Change and Development in Industrial Society</p> <ul style="list-style-type: none"> • From Planned Industrialization to Liberalization • How people find Jobs • Work Processes: How work is carried out, working conditions, home based work, Strikes and Unions 	12 Periods
Unit 13	<p>Globalization and Social Change</p> <ul style="list-style-type: none"> • Understanding globalization • Dimensions of Globalization: Economic, Political Cultural 	10 Periods
Unit 14	<p>Mass Media and Communication</p> <ul style="list-style-type: none"> • Types of Mass Media: Radio, Television and Print Media • Changing Nature of Mass Media • Globalisation and the media 	12 Periods
Unit 15	<p>Social Movements</p> <ul style="list-style-type: none"> • Concept of Social Movements • Theories and Classification of Social Movements • Environmental Movements • Class-Based Movements: Workers, Peasants 	18 Periods

	<ul style="list-style-type: none"> • Caste-Based Movements: Dalit Movement, Backward Class Castes, Trends in Upper Caste Responses • The Tribal Movements • Women’s Movements in Independent India 	
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PROJECT WORK	
Periods: 40	
Max. Marks: 20	Time allotted: 3 hours
C. Project undertaken during the academic year at school level <ol style="list-style-type: none"> 1. Introduction -2 Marks 2. Statement of Purpose – 2 Marks 3. Research Question – 2 Marks 4. Methodology – 3 Marks 5. Data Analysis – 4 Marks 6. Conclusion – 2 Marks 	15 Marks
D. Viva – based on the project work	05 Marks

Prescribed Books:

1. Introducing Sociology, Class XI, Published by NCERT
2. Understanding Society, Class XI, Published by NCERT
3. Indian Society, Class XII, Published by NCERT
4. Social Change and Development in India, Class XII, published by NCERT

**QUESTION PAPER DESIGN
CLASS XII**

S. No.	Competencies	Total Marks	% Weight age
1	<p>Knowledge & understanding Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>	20	25%
2	<p>Application of Knowledge and Concepts Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way. Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations</p> <p>Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</p>	38	47.5%
3	<p>Formulate, Analyse, Evaluate & Create Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</p>	22	27.5%
	Total	80	100%