

## **6. 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 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 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 realize 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 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 analyzing 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

3 Hours		Marks : 80+20
<b>Class IX</b>		<b>Marks</b>
	<b>Periods</b>	
Unit I	Contemporary World	28      80
Unit II	Making of Modern Nation	20      50
Unit III	Land and the People (including the unit on Disaster Management)	32      80

#### Internal Assessment

1. Tests (formative and summative)	10
2. Assignments (School and home assignments)	05
3. Project Work	05

#### Unit 1 : Contemporary World

- a) **Growth of Imperialism and colonialism** – Struggle for colonies in Asia and Africa.
- b) **The First World War** – causes and consequences – Peace initiatives – League of Nations
- c) **The Russian Revolution** – Social and Political conditions in the late nineteenth century – Struggle against autocracy – Growth of revolutionary movements.
- d) **Developments of Fascism and Nazism** – Economic crises in Europe – Political processes in Italy and Germany.
- e) **Nationalist Movements in Asia and Africa** – Growth of Nationalism – Emergence of Independent Nation States.
- f) **The Second World War** – Causes and consequences – Problems of reconstruction.
- g) **The World after Second World War** - The Cold War – Independence Movements in Asia and Africa.

#### Unit 2 : Making of a Modern Nation

- a) **Political Map of India after Independence**, Integration of Princely States, Reorganisation of States, Regional Aspirations and Formation of New States.
- b) **Constitution of India**- Its framing and its goals : Democracy, Socialism, Secularism and National Integration.
- c) **Main Features of the Constitution** : Organs of Government and their Functioning; Governance at the Centre, State and Local Levels; Fundamental Rights, Fundamental Duties and Directive Principles of State Policy.
- d) **Indian Democracy** : Its Functioning, Universal Adult Franchise, Public Opinion, Elections, Political Parties, Interest Groups.

### **Unit 3 : Land and People**

- a) **India** : Location, Relief, Major Physiographic Units, their Distribution, Impact on life.
- b) **Climate** : Factors influencing the Climate; Monsoon-Its Characteristics, Rainfall and Temperature Distribution; Seasons; Climate and Human Life.
- c) **Drainage** : Major Rivers and tributaries, Lakes and Seas, Role of Rivers in the Economy, Pollution of Rivers, Measures to control River Pollution.
- d) **Natural Vegetation and Wild Life** : Vegetation Types, Distribution as well as Altitudinal Variation, Major Species of wild life, their distribution. Need for Conservation and various measures.
- e) **Population** : Size, Distribution, Age-Sex Composition, Population Change-Migration as a Determinant of Population Change, Literacy, Health, Occupational Structure, and National Population Policy.
- f) **Disaster Management** :
  - 1- Manmade Disasters-Nuclear, biological and chemical.
  - 2- Common Hazards-Prevention and Mitigation.
  - 3- Community Based Disaster Management.

## CLASS X

3 Hours

Marks : 80+20

<b>Class X</b>		<b>Marks</b>	<b>Periods</b>
Unit I	Modern India	20	40
Unit II	Resources and Their Utilisation	28	80
Unit III	Economic and Social Development (including the unit on Disaster Management)	32	80

### Internal Assessment

1. Tests (formative and summative)	10
2. Assignments (School and home assignments)	05
3. Project Work	05

### Unit I : Modern India

- India in the mid-nineteenth Century** – impact of British rule in India – Religious and Social Reform movements- Education – Growth of the Press
- The Rise of Indian Nationalism** - Great uprising of 1857 and other Popular Uprisings; Indian National Movement (1857-1927) – Rise of Extremism – boycott and Swadeshi Movement – Muslim League – Morley – Minto reforms – Revolutionary Movements – Emergence of Gandhi – Jallianwallah Bagh Massacre and other Repressive Measures – Khilafat and Non Cooperation Movement – Swaraj Party.
- Indian National Movement 1927-1947** - Simon Commission – Demand for Complete Independence – Civil Disobedience Movement – Peoples Movements – Constitutional Developments – Satyagraha Movement – Quit India Movement – INA – Independence and Partition.
- The Heritage of India** – Art and Craft – Architecture and Literature – Science and Technology.

### Unit 2 : Resources and their utilisation

- Resources** : Types – Natural and Human; Need for Resource Planning.
- Natural Resources** : Land as a Resource, Changing Land – Use pattern; Land Degradation and Conservation and measures.
- Forest and Wild life Resources** : Types and Distribution of forests, Depletion of Flora and Fauna; Conservation and Protection of Forests and Wildlife measures.
- Water Resources** : Sources, Distribution, Utilization, Multi-purpose Projects, Water Scarcity, Need for Conservation and Management, Water Harvesting.

- e) **Agriculture** : Types of Farming, Major Crops, Cropping Pattern, Technological and Institutional Reforms ; Their impact; Contribution of Agriculture to National Economy-Employment and Output, Food Security, Impact of Globalization.
- f) **Mineral Resources** : Types of Minerals, Distribution, Use and Economic Importance of Minerals and their Conservation.
- g) **Power Resources** : Types of Power Resources-Conventional and Non-Conventional, Distribution and utilization, Conservation.
- h) **Manufacturing Industries** : Types, Spatial Distribution, Contribution of Industries to the National Economy, Industrial Pollution and Degradation of Environment, Measures to Control Degradation.
- i) **Transport, Communication and Trade**

### **Unit 3 : Economic and Social Development**

#### **Economic Development**

- a) **Economic Development** :- An Overview, Economy and its development : Features and Sectors of Indian Economy; Factors determining allocation of resources and decision making by individuals. The Market and the State; Process of Liberalisation, Privatization and Globalisation; Their need for the Indian economy; Sustainable economic development

#### **Economic Issues and Challenges**

- b) **Price Rise** : Causes and effects of Price Rise, State Initiatives for Controlling Price rise; Consumer Awareness, factors leading to consumer exploitation, awareness of Consumer Rights and Duties, Legislations ensuring consumer rights, improving Public Distribution System, Standardisation of Products;
- c) **Poverty** : Causes of Poverty, Incidence of Poverty, Poverty Alleviation Programmes; Unemployment: Types of unemployment, Population Growth and Unemployment, Strategies to reduce Unemployment, International Migration, Skill Development and Entrepreneurship Development.

#### **Social Development**

- d) **Social Development** : An Overview; Human Development; Human Development Index, Challenges for Human Development-Health, Gender Equality and Empowerment of Women.

#### **Social Issues and Challenges**

- e) **Communalism and Casteism** – Nature of the Problem, Constitutional Provisions for Safeguarding the Interests of Minorities, Weaker Sections and Backward Classes and their implementation, Communal Harmony and Social Cohesion; Social Change-Legal Literacy and its Need, Rights of a Citizen, Rights of a Child, Protecting Children from Exploitation ( Child Labour and Child Abuse), Protection to the Aged and the Disabled, Drive against Antisocial Practices-Corruption.
- f) **Indian’s peace initiatives and role of other countries.**
- g) **Disaster management**
  - 1. **Survival Skills** : Search and rescue skills and first aid skills.
  - 2. **Tsunami** : The Killer sea waves
  - 3. **Alternative Communication System during Disasters** : HAM , Wireless sets, telephone, fax and satellite phone.
  - 4. **Safe Constructional Practices**: Essential features of safe housing for flood , earthquake, Cyclone and landslide.
  - 5. **Sharing Responsibility** : Role of district and state administrations, civil Societies, civil defense, Home Guards NSS, NYKS, Student Volunteers.

### **Prescribed books**

- 1. Social Science Part 1 \*for Class IX – NCERT Publication (For History portion)
  - 2. Social Science Part 2 for class IX – NCERT Publication (For Geography, Civics and Economics portion)
  - 3. Together Towards a Safer India Part II for class IX – CBSE Publication on Disaster Management
  - 4. Social Science Part I \*for Class X – NCERT Publication (For History portion)
  - 5. Social Science Part 2 for Class X – NCERT Publication (For Geography, Civics and Economics portion)
  - 6. Together Towards a Safer India Part III for class X – CBSE Publication on Disaster Management.
- \* Story of Civilization – Part II – Chapter 9-13 for class IX and chapters 14-16 for class X – NCERT publication