CURRICULUM OF SOCIAL SCIENCE AT SECONDARY LEVEL

Rationale
The study of human society is a complex one. It involves study of the network of social relations. Understanding society requires inputs from a number of subjects. Hence, the curriculum of social science attempts to take an integrated approach drawing upon the knowledge inputs of anthropology, sociology, history, geography, economics and political science.

Social Science seeks to enable the students to gain knowledge and understanding of the historical, socio-cultural, economical, political and physical aspects of society. It helps them, also, relate the knowledge acquired to the real life situations. This experiential learning helps them acquire important values and prepares them to grow as responsible citizens. It motivates the learners to effectively participate in and contribute to the process of nation building and development.

Objectives
The Curriculum aims:

- to draw appropriate lessons from the struggles and experiences of our previous generations;
- to underline the need to judiciously use the country’s resources and conserve them;
- to establish that India as a functioning democracy is inspired by the values enshrined in our constitution; and
- to take stock of various socio-political problems in contemporary India and to identify the contribution each one of us can make in addressing these problems

Evaluation
Both formative (time to time) and summative (at the end of course) evaluation will be used. Formative evaluation will be in the form of Tutor Marked Assignment (TMA) and summative evaluation will be in the form of external examination, which is conducted twice in a year i.e. in the month of March and October for 100 marks. There will be 3 TMAs for 20 marks each. Apart from these two, certain in-built components for self-evaluation such as in-text questions, terminal exercises and activities etc. would also be integral part of each lesson.

Course Structure

<table>
<thead>
<tr>
<th>Module No.</th>
<th>Module Name</th>
<th>Weightage</th>
<th>Study Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module I</td>
<td>India and the World Through the Ages</td>
<td>32 Marks</td>
<td>76 Hours</td>
</tr>
<tr>
<td>Module II</td>
<td>India: Natural Environment, Resources and Development</td>
<td>27 Marks</td>
<td>64 Hours</td>
</tr>
<tr>
<td>Module III</td>
<td>Democracy at Work</td>
<td>28 Marks</td>
<td>68 Hours</td>
</tr>
<tr>
<td>Module IV</td>
<td>Contemporary India: Issues and Goals</td>
<td>13 Marks</td>
<td>32 Hours</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100 Marks</td>
<td>240 Hours</td>
</tr>
</tbody>
</table>
Course Description

Module I: India and the World through the Ages

Weightage: 32 Marks       Study Hours: 76 Hours

Approach: The module aims at familiarising learners with the making of India and the world through the ages. The following events and processes represent new political and economic forces although they may be markedly different from each other. While the French Revolution promoted liberalism and democracy, the Russian Revolution resulted from, and helped to create socialist ideas. Nazism in Germany is a case study of the negation of both democracy and socialism. It also aims at acquainting learners with the impact of colonialism on India with social reform and resistance to British rule and with the making of the Indian national movement. It shows how a notion of popular sovereignty and equal citizenship were developed by the freedom struggle. It also seeks to familiarise learners with many different visions of the future of India as envisaged by leaders and participants of the national struggle. The treatment of themes of lessons will pay special attention to the development of life skills such as thinking skill, communication skill and negotiation skill as may be appropriate by way of giving examples, activities, surveys, case studies etc.

Introduction to Social Science

1. Ancient World
2. Medieval World
3. Modern World – I
4. Modern World – II
6. Religious and Social Awakening in Colonial India
7. Popular Resistance to the British Rule
8. Indian National Movement

Module II: India: Natural Environment, Resources and Development

Weightage: 27 Marks       Study Hours: 64 Hours

Approach: The module is designed to acquaint the learner with the inter-relationship between natural environment, resources and development. This module enables the learners to understand the basic elements of environment and its dynamism. It will also highlight the maintaining of ecological balance on the earth so that the total life of which human is a part, continues to exist and flourish on the earth.

This module is also designed to acquaint the learner with the concept of natural resource base in its totality and scientific development on a sustainable basis. This module will mainly discuss various natural and man-made resources their distribution, utilisation, and need for conservation and management. The module is to be developed with reference to India and help learners to understand the physical and cultural diversities of the country and their underlying unity. The physical diversities include landforms, climate, soil, vegetation and wild life. Cultural aspects include the meaning of culture especially in the context of India, cultural diversity and its relationship with the physical environment. It emphasises the richness of the country’s heritage both natural and cultural and the need to preserve it for future generations. The treatment of themes of lessons will pay special attention to the development of life skills such as thinking skill, communication skill and negotiation skill as may be appropriate by way of giving examples, activities, surveys, case studies etc.

1. Physiography of India.
2. Climate
3. Bio-Diversity
4. Agriculture in India
5. Transport and Communication
6. Population Our Greatest Resource
Module III: Democracy at Work

Approach: This module has been designed to emphasize the importance of being a good citizen, the rights and duties highlighting the mutually reinforcing relationship between the state and the citizen. The module seeks to highlight the welfare state in design and implementation. It also seeks to acquaint the learners with the different levels of governments local and above. At the local level three institutions are included - Panchayati Raj, Municipal Administration and District Administration. This will be followed by the two successive levels of governments - State and Union governments. The treatment of themes of lessons will pay special attention to the development of life skills such as thinking skill, communication skill and negotiation skill as may be appropriate by way of giving examples, activities, surveys, case studies etc.

1. Constitutional Values and Political System in India
2. Fundamental Rights and Fundamental Duties.
4. Local Government and Field Administration
5. Governance at the State Level
6. Governance at the Union Level
7. Political Parties and Pressure Groups
8. People’s Participation in the Democratic Process

Module IV: Contemporary India: Issues and Goals

Approach: This module seeks to identify the political, social and economic challenges being faced from within and outside the country. The learner should be made aware of the nation’s problems and be able to appreciate the need to address them. The treatment of themes of lessons will pay special attention to the development of life skills such as thinking skill, communication skill and negotiation skill, problem solving etc. as may be appropriate by way of giving examples, activities, surveys, case studies etc.

1. Challenges to Indian Democracy
2. National Integration and Secularism
3. Socio-Economic Development And Empowerment of Disadvantaged Groups
4. Environmental Degradation and Disaster Management
5. Peace and security