



### Overall Theme for Class IX & X: India and the Contemporary World

#### *Rationale*

In the history component of the Social Science Syllabus of the earlier classes (VI-VIII) students were introduced to the history of India from ancient to modern times. In Classes IX and X the attempt will be to study some of the diverse forces and developments that have shaped the history of the contemporary world. Developments in India will be located within this larger history.

In both these classes the syllabus will consist of three separate units, each focusing on a different set of themes, all of them important to our understanding of the contemporary world. Each year one set of themes will deal with political events, processes and ideologies, one with livelihood patterns, and one with questions of culture, rights and identity.

#### *Objectives*

- In discussing the political events and processes, the effort will be to see how developments in the west as well as in the colonies are significant in the making of the modern world. The ideas of liberty, democracy and freedom come up not only in the west but also in the colonies. Anti democratic ideas — fascist, racist or communal — similarly develop in different forms in different countries.
- In the unit on 'Livelihoods and Economies' the effort will be to understand how different social groups confront as well as shape the economic changes in the modern world. Each theme within the unit will be studied through a focus on one region, and in many cases through two appropriate case studies, one Indian and one from another country. The effort will be to give students some idea of the variety within seemingly similar processes and phenomenon. The general discussion of the issue will revolve around and will be drawn out from the case studies.
- In focusing on issues of culture and identity, the attempt will be to make students aware of the fact that everything — clothing or food, sports or leisure, print or books — has a history. These histories reflect cultural and political changes and are often linked to issues of identity and power.
- In discussing each theme the textual narrative will be supplemented by extensive use of pictures, photographs, cartoons, extracts from a variety of original sources — eye witness accounts, travel literature, newspapers/journals, statements of leaders, official reports, terms of treaties, declarations by parties, and in some cases contemporary stories, autobiographies, diaries, popular literature, oral traditions. The effort will be again to make students read the sources, think of what they say, and why a thing is represented in a particular way. In many cases questions will be appended to pictures and extracts to allow a critical engagement with these.
- Each theme will be located in time and space through maps and timelines. Even in using maps the effort will be not simply to pass on a set of information but to persuade students to make inter connections, to read maps critically.

## CLASS IX: INDIA AND THE CONTEMPORARY WORLD – I

Themes	Objectives
<p>In all, five of the eight following themes are to be studied: two each from Units I and II, and one from Unit III.</p> <p><b>Unit I: Events and Processes</b></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><b>1. French Revolution</b></p> <ol style="list-style-type: none"> <li>The Ancient Regime and its crises.</li> <li>The social forces that led to the revolution.</li> <li>The different revolutionary groups and ideas of the time.</li> <li>The legacy.</li> </ol> <p><b>2. Russian Revolution</b></p> <ol style="list-style-type: none"> <li>The crises of Tzarism.</li> <li>The nature of social movements between 1905 and 1917.</li> <li>The First World War and foundation of Soviet state.</li> <li>The legacy.</li> </ol> <p><b>3. Rise of Nazism</b></p> <ol style="list-style-type: none"> <li>The growth of social democracy.</li> <li>The crises in Germany.</li> <li>The basis of Hitler's rise to power.</li> <li>The ideology of Nazism.</li> <li>The impact of Nazism.</li> </ol> <p><b>Unit II: Economies and Livelihoods</b></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>	<ul style="list-style-type: none"> <li>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 evidence.</li> <li>Familiarise students with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it.</li> <li>Show how written, oral and visual material can be used to recover the history of revolutions.</li> <li>Explore the history of socialism through a study of the Russian revolution.</li> <li>Familiarize students with the names of people involved, the different types of ideas that inspired the revolution.</li> <li>Discuss the critical significance of Nazism in shaping the politics of modern world.</li> <li>Familiarize students with the speeches and writings of Nazi leaders.</li> </ul>





Themes	Objectives
<p><b>4. Pastoralists in the Modern World</b></p> <p>(a) Pastoralism as a way of life.</p> <p>(b) Different forms of pastoralism.</p> <p>(c) What happens to pastoralism under colonialism and modern states? Case studies: focus on two pastoral groups, one from Africa and one from India.</p> <p><b>5. Forest Society and Colonialism</b></p> <p>(a) Relationship between forests and livelihoods.</p> <p>(b) Changes in forest societies under colonialism. <i>Case studies:</i> Focus on two forest movements one in colonial India (Bastar) and one in Indonesia.</p> <p><b>6. Farmers and Peasants</b></p> <p>(a) Histories of the emergence of different forms of farming and peasant societies.</p> <p>(b) Changes within rural economies in the modern world. <i>Case studies:</i> 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 opium production in colonial India)</p> <p><b>Unit III: Culture, Identity and Society</b></p> <p>The themes in this unit will consider how issues of culture are linked up to the making of contemporary world.</p> <p><b>7. Sports and Politics. The Story of Cricket</b></p> <p>(a) The emergence of cricket as an English sport.</p> <p>(b) Cricket and colonialism.</p> <p>(c) Cricket nationalism and de-colonization.</p> <p><b>8. Clothes and Cultures</b></p> <p>(a) A short history of changes in clothing.</p> <p>(b) Debates over clothing in colonial India.</p> <p>(c) Swadeshi and the movement for Khadi.</p>	<ul style="list-style-type: none"> <li>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.</li> <li>Point to the varying patterns of developments within pastoral societies in different places.</li> <li>Look at the impact of colonialism on forest societies, and the implication of scientific forestry.</li> <li>Discuss the social and cultural world of forest communities through the study of specific revolts.</li> <li>Understand how oral traditions can be used to explore tribal revolts.</li> <li>Show the different processes through which agrarian transformation may occur in the modern world.</li> <li>Understand how agricultural systems in India are different from that in other countries.</li> <li>Familiarize students with the idea that large scale farming, small scale production, shifting agriculture operate on different principles and have different histories.</li> <li>Suggest how sports also have a history and that it is linked up with the politics of power and domination.</li> <li>Introduce students to some of the stories in cricket that have historical significance.</li> <li>Show how clothing has a history, and how it is linked to questions of cultural identity.</li> <li>Discuss how clothing has been the focus of intense social battles.</li> </ul>

## CLASS X: INDIA AND THE CONTEMPORARY WORLD – II

Themes	Objectives
<p>Any two themes from the first two units and one from the third could be studied.</p> <p><b>Unit I: Events and Processes</b></p> <p><b>1. Nationalism in Europe</b></p> <ol style="list-style-type: none"> <li>The growth of nationalism in Europe after the 1830s.</li> <li>The ideas of Giuseppe Mazzini etc.</li> <li>General characteristics of the movements in Poland, Hungary, Italy and Germany, Greece.</li> </ol> <p><b>2. Nationalist Movement in Indo-China</b></p> <ol style="list-style-type: none"> <li>French colonialism in Indo-China.</li> <li>Phases of struggle against the French.</li> <li>The ideas of Phan Dinh Phung, Phan Boi Chau, Nguyen Ai Quoc (Ho Chi Minh).</li> <li>The second world war and the liberation struggle.</li> <li>America and the second Indo-China war.</li> </ol> <p><b>3. Nationalism in India: Civil Disobedience Movement</b></p> <ol style="list-style-type: none"> <li>First world war, Khilafat and Non-Cooperation.</li> <li>Salt Satyagraha.</li> <li>Movements of peasants, workers, tribals.</li> <li>Activities of different political groups.</li> </ol> <p><b>Unit II: Economies and Livelihoods</b></p> <p><b>4. Industrialisation 1850s–1950s</b></p> <ol style="list-style-type: none"> <li>Contrast between the form of industrialization in Britain and India.</li> <li>Relationship between handicrafts and industrial production, formal and informal sectors.</li> <li>Livelihood of workers.</li> </ol> <p><i>Case studies: Britain and India</i></p> <p><b>5. Urbanisation and Urban Lives</b></p> <ol style="list-style-type: none"> <li>Patterns of urbanisation</li> <li>Migration and the growth of towns.</li> </ol>	<ul style="list-style-type: none"> <li>The theme will discuss the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period.</li> <li>Discuss the relationship/difference between European nationalism and anti-colonial nationalisms.</li> <li>Point to the way the idea of the nation states became generalized in Europe and elsewhere.</li> <li>Discuss the difference between French colonialism in Indochina and British colonialism in India.</li> <li>Outline the different stages of the anti-imperialist struggle in Indochina.</li> <li>Familiarize the students with the differences between nationalist movements in Indochina and India.</li> <li>Discuss the characteristics of Indian nationalism through a case study of Civil Disobedience Movement.</li> <li>Analyze the nature of the diverse social movements of the time.</li> <li>Familiarize students with the writings and ideals of different political groups and individuals.</li> <li>Discuss two different patterns of industrialisation, one in the imperial country and another within a colony.</li> <li>Show the relationship between different sectors of production.</li> <li>Show the difference between urbanization in two different contexts. A focus on Bombay and London</li> </ul>





Themes	Objectives
<p>(c) Social change and urban life.</p> <p>(d) Merchants, middle classes, workers and urban poor.</p> <p><i>Case studies:</i> London and Bombay in the nineteenth and twentieth century.</p> <p><b>6. Trade and Globalization</b></p> <p>(a) Expansion and integration of the world market in the nineteenth and early twentieth century.</p> <p>(b) Trade and economy between the two Wars.</p> <p>(c) Shifts after the 1950s.</p> <p>(d) Implications of globalization for livelihood patterns.</p> <p><i>Case studies:</i> The post War International Economic order, 1945 to the 1960s.</p>	<p>will allow the discussions on urbanization and industrialization to complement each other.</p> <ul style="list-style-type: none"> <li>• Show that globalization has a long history and point to the shifts within the process.</li> <li>• Analyze the implication of globalization for local economies.</li> <li>• Discuss how globalization is experienced differently by different social groups.</li> </ul>
<p><b>Unit III: Culture, Identity and Society</b></p>	
<p><b>6. Print Culture and Nationalism</b></p> <p>(a) The history of print in Europe.</p> <p>(b) The growth of press in nineteenth century India.</p> <p>(c) Relationship between print culture, public debate and politics.</p>	<ul style="list-style-type: none"> <li>• The link between print culture and the circulation of ideas will be discussed.</li> <li>• Familiarize students with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past.</li> </ul>
<p><b>7. History of the Novel</b></p> <p>(a) Emergence of the novel as a genre in the west.</p> <p>(b) The relationship between the novel and changes in modern society.</p> <p>(c) Early novels in nineteenth century India.</p> <p>(d) A study of two or three major writers.</p>	<ul style="list-style-type: none"> <li>• Show that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.</li> <li>• Familiarize students with some of the ideas of writers who have had a powerful impact on society.</li> </ul>

# GEOGRAPHY

## GEOGRAPHY (CLASSES IX-X)

### Rationale

At this stage, Geography like other components of Social Sciences has a distinct entity. Yet adequate space has been given to develop multiple perspectives on a few selected themes, so that one also develops a comprehensive view. Geography draws its content both from natural sciences as well as Social Sciences, therefore, unlike other Social Sciences, it does not study only human behaviour which is governed by 'reasons', it also studies physical phenomena, which are governed by 'cause effect'.



Following the National Curriculum Framework – 2005, Contemporary India has been taken as the major area of study for a two-year course. While 'Land and the People' is the theme for Class IX, 'Resources and their Development' will be taken up in Class X. The learners, at this stage are prepared to take up a more intensive study for developing a deeper understanding of the socio-economic challenges before the nation. Local/regional context makes the learning relevant and enjoyable. Issues of gender, class and caste may be woven with the given content in an appropriate manner.

## Objectives

The major objectives of the course are to:

1. understand and appreciate the diversities in land and people of India with relation to their own place in the larger canvas.
2. understand the process of economic and social change and development in their own surrounding and relate it with contemporary India.
3. understand the process of change and development in India in relation to the world economy and polity.
4. understand the need for judicious utilisation of resources as well as the need for the conservation of the natural environment.
5. inculcate a critical appreciation for conservation and environmental concerns.
6. appreciate the rights of local communities in relation to their environment.

## CLASS IX: THEME: INDIA – LAND AND THE PEOPLE

Total 50 Periods

Topics	Objectives
<i>India:</i> Location, relief, structure, major physiographic units.	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. <b>Periods 12</b>
<i>Climate:</i> Factors influencing the climate; monsoon – its characteristics, rainfall and temperature distribution; seasons; climate and human life. (One case study to be introduced related with natural disasters)	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; <b>Periods 10</b>
<i>Drainage:</i> Major rivers and tributaries, lakes and seas, role of rivers in the economy, pollution of rivers, measures to control river pollution.	To understand the river systems of the country and explain the role of rivers in the evolution of human society. <b>Periods 10</b>





Topics	Objectives
<p><i>Natural Vegetation:</i> Vegetation types, distribution as well as altitudinal variation, need for conservation and various measures.</p> <p><i>Wildlife:</i> Major species, their distribution, need for conservation and various measures.</p>	<p>To find out the nature of diverse flora and fauna as well as their distribution;</p> <p>To develop concern about the need to protect the bio-diversity of our country.</p> <p style="text-align: right;"><b>Periods 8</b></p>
<p><i>Population:</i> 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.</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;</p> <p>To explain various dimensions of national policy and understand the needs of adolescents as underserved group.</p> <p style="text-align: right;"><b>Periods 10</b></p>
<p><b>Project/Activity</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> <p><b>Posters</b></p> <ul style="list-style-type: none"> <li>River pollution</li> <li>Depletion of forests and ecological imbalance.</li> </ul> <p><b>Note:</b> Other similar activities may be taken up.</p>	

## CLASS X: THEME: INDIA — RESOURCES AND THEIR DEVELOPMENT

**Total 50 Periods**

Topics	Objectives
<p><i>Resources:</i> Types — natural and human; Need for resource planning.</p> <p><i>Natural Resources:</i> Land as a resource, soil formation, types and distribution; changing land-use pattern; land degradation and conservation measures.</p>	<p>To understand the value of resources and the need for their judicious utilisation and conservation.</p> <p style="text-align: right;"><b>Periods 8</b></p>



Topics	Objectives
<i>Forest and wildlife resources:</i> Types and distribution, depletion of flora and fauna; conservation and protection of forests and wildlife.	To understand the importance of forests and wildlife in our environment as well as develop concern towards depletion of resources. <b>Periods 6</b>
<i>Agriculture:</i> 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 globalisation.	To 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;  To explain various government policies for institutional as well as technological reforms since independence; To understand the importance of agriculture in national economy. <b>Periods 10</b>
<i>Water resources:</i> Sources, distribution, utilisation, multi-purpose projects, water scarcity, need for conservation and management, rainwater harvesting. (One case study to be introduced)	To understand the importance of water as a resource as well as develop awareness towards its judicious use and conservation. <b>Periods 6</b>
<i>Mineral Resources:</i> Types of minerals, distribution, use and economic importance of minerals, conservation.	To discuss various types of minerals as well as their uneven nature of distribution and explain the need for their judicious utilisation. <b>Periods 5</b>
<i>Power Resources:</i> Types of power resources – conventional and non-conventional, distribution and utilization, and conservation.	To discuss various types of conventional and non-conventional resources and their utilization. <b>Periods 5</b>
<i>Manufacturing Industries:</i> Types, spatial distribution, contribution to industries to the national economy, industrial pollution and degradation of environment, measures to control degradation. (One case study to be introduced)	To 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;  To discuss the need for a planned industrial development and debate over the role of government towards sustainable development. <b>Periods 5</b>





Topics	Objectives
Transport, communication and trade.	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 and analyse the changing. Periods 5
<b>Project/Activity</b> <ul style="list-style-type: none"><li>Learners may collect photographs of typical rural houses, and clothing of people from different regions of India and examine whether they reflect any relationship with the climatic conditions and relief of the area.</li><li>Learners may write a brief report on various irrigation practices in the village and the change in cropping pattern in the last decade.</li></ul> <b>Posters</b> <ul style="list-style-type: none"><li>Pollution of water in the locality.</li><li>Depletion of forests and the greenhouse effect.</li></ul> <b>Note:</b> Other similar activities may be taken up.	

# POLITICAL SCIENCE (CLASSES IX-X)

## Rationale

Secondary stage provides the last opportunity to *all* the students to engage with Social Sciences. Following an elementary introduction to the Social and Political life and functioning of Indian democracy in Classes VI to VIII, the process of understanding, critical reflection and analysis of the political life will be taken to a higher level at the secondary stage. Political Science at this stage will introduce the young citizens to the political phenomenon by taking up the central theme of democratic politics. This course shall draw upon from the various sub-disciplines of political science — political theory, contemporary world, Indian constitution and Indian government and politics — but from the vantage point of democracy. The course seeks to introduce the students to the Constitution of India, without getting into technicalities of the constitutional provisions. The course has been structured to give students a basic orientation and opportunities to reflect and debate on their own experiences and values in relation to the Indian Constitution and democratic politics. It would further develop their capacities and skills to weave interconnections between the personal and the political.

## Objectives

The specific objectives of the course, where it is not clear from the rationale of the approach, are indicated beside the themes to be taught in the course.

## CLASS IX: DEMOCRATIC POLITICS I

Themes	Learning Objectives
<b>1. Democracy in contemporary world</b> How has democracy expanded in the world in recent times? In which ways has this expansion changed the world? Is this expansion changing democracy itself? Are we moving towards global democracy?	<ul style="list-style-type: none"> <li>• Develop a comparative historical sense of the spread of democracy.</li> <li>• Analyse the functioning of global institutions such as UN.</li> <li>• Skills of comparison and evaluation.</li> </ul>
<b>2. What is democracy? Why democracy?</b> 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?	<ul style="list-style-type: none"> <li>• Develop conceptual skills of defining democracy.</li> <li>• Understand how different historical processes and forces have promoted democracy.</li> <li>• Developing a sophisticated defence of democracy against common prejudices.</li> </ul>
<b>3. Designing of democracy in India</b> 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?	<ul style="list-style-type: none"> <li>• Develop a historical sense of the choice and nature of democracy in India.</li> <li>• Introduction to the process of Constitution making.</li> <li>• Develop respect for the Constitution and appreciation for Constitutional values.</li> <li>• Recognise that constitution is a living document that undergoes changes.</li> </ul>
<b>4. Electoral politics in democracy</b> 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?	<ul style="list-style-type: none"> <li>• Introduce the idea of representative democracy via competitive party politics.</li> <li>• Familiarise with our electoral system and reasons for choosing this.</li> <li>• Develop an appreciation of citizen's increased participation in electoral politics.</li> <li>• Recognise the significance of the Election Commission.</li> </ul>
<b>5. Institutions of parliamentary democracy</b> How is the country governed? What does Parliament do in our democracy? What is the role of the President	<ul style="list-style-type: none"> <li>• Provide an overview of central governmental structures.</li> </ul>





Themes	Learning Objectives
of India, the Prime Minister and the Council of Ministers? How do these relate to one another?	<ul style="list-style-type: none"><li>• Sensitise to the key role of the Parliament and its procedures.</li><li>• Distinguish between nominal and real executive authorities and functions.</li><li>• Understand the parliamentary system of executive's accountability to the legislature.</li></ul>
<b>6. Citizens' rights in democracy</b> 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?	<ul style="list-style-type: none"><li>• Develop a citizens' awareness of their rights.</li><li>• Introduction to and appreciation of the Fundamental Rights.</li><li>• Recognition of the ways in which these rights are exercised and denied in real life situations.</li><li>• Introduction to judicial system and key institutions like the Supreme Court, High Courts and National Human Rights Commission.</li></ul>

## CLASS X: DEMOCRATIC POLITICS II

(Total 50 Periods)

Themes	Learning Objectives
<b>1. 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?	<ul style="list-style-type: none"><li>• Analyse the relationship between social cleavages and political competition with reference to Indian situation.</li><li>• Understand and analyse the challenges posed by communalism to Indian democracy.</li><li>• Understand the enabling and disabling effects of caste and ethnicity in politics.</li><li>• Develop a gender perspective on politics.</li></ul>
<b>2. 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	<ul style="list-style-type: none"><li>• Introduce students to the centrality of power sharing in democracies.</li><li>• Understand the working of spatial and social power sharing mechanisms.</li></ul>

Themes	Learning Objectives
objective? How does democracy accommodate different social groups?	<ul style="list-style-type: none"> <li>Analyse federal provisions and institutions.</li> <li>Understand the new Panchayati Raj institutions in rural and urban areas.</li> </ul>
<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 larger role in politics?	<ul style="list-style-type: none"> <li>Understand the vital role of struggles in the expansion of democracy.</li> <li>Analyse party systems in democracies.</li> <li>Introduction to major political parties in the country.</li> <li>Analyse the role of social movements and non-party political formations.</li> </ul>
<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?	<ul style="list-style-type: none"> <li>Introduction to the difficult question of evaluating the functioning of democracies.</li> <li>Develop the skills of evaluating Indian democracy on some key dimensions: development, security and dignity for the people.</li> <li>Understand the causes for continuation of democracy in India.</li> </ul>
<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?	<ul style="list-style-type: none"> <li>Distinguish between sources of strength and weaknesses of Indian democracy.</li> <li>Reflect on the different kinds of measures possible to deepen democracy.</li> <li>Promote an active and participatory citizenship.</li> </ul>

# Economics

## ECONOMICS (CLASSES IX-X)

### Rationale

Human beings engage in a variety of activities to make a living. These activities constitute foundation of economic life. The learning opportunities in schools will have to enable the children to trace the chain of these activities that finally result in their families coming to have the items that needed for their day-to-day living such as food, clothing, books etc.



Keeping this in view, when the children reach upper primary stage, they are introduced to the idea of plurality of economic institutions. Though there are a variety of economic institutions they come into contact in their day-to-day life, only a few of them (family, market and state) would be introduced in a simple way.

At secondary stage, they need to be facilitated to see that the institutional framework of the economy frequently undergoes changes. The changing patterns of what has been happening in the economy may be illustrated through a few economic themes and institutions. Some of them are poverty, food security, globalisation, money and banking system and the role of service sector. This would take the learner and the teacher to discuss issues relating to the nature of ownership and utilization of resources, inequalities etc., emphasizing the normative nature of economics and the role of economic policies.

Children should also know that economic problems can be and should be viewed from different perspectives. The perspectives of households and business units, for instance, may not be the same. If so, the national perspective on economic problems cannot be the same as that of households, business concerns or other organisations. By providing different points of view analytically, the discussion of themes identified for this stage equip the learners in acquiring analytical skills and at the same time develop perspectives. By exposing the children to study how men and women are placed in all these themes and institutions, the economics education at this stage is also expected to sensitise the child from gender perspective.

## Objectives

At this stage, economics is introduced as a separate unit and discipline but forms part of the composite Social Science course, which include topics from other disciplines such as history, geography and political science. The National Curriculum Framework — 2005 has suggested studying economics from the perspective of the masses. Majority of themes for this stage have been chosen accordingly. In Class IX, four themes were identified whereas in Class X, five themes are identified.

The specific objectives of the syllabus are mentioned along with the course contents.

# ECONOMICS CLASS IX

(Total Periods: 50)

Themes	Objectives
<b>Theme I</b> <i>The Economic Story of Palampore:</i> Economic transactions of Palampore and its interaction with the rest of the world through which the concept of production	Familiarising the children with some basic economic concepts through an imaginary story of a village <b>Periods: 14</b>



Themes	Objectives
including three factors of production (land, labour and capital) can be introduced.	
<b>Theme II</b> <i>People as Resource</i> : Introduction of how people become resource/asset; economic activities done by men and women; unpaid work done by women; quality of human resource – role of health and education; unemployment as a form of nonutilisation of human resource – socio-political implication in simple form.	Familiarisation of a few population related concepts and sensitization of child that people as asset and can participate and contribute in nation building. <b>Periods: 12</b>
<b>Theme III</b> <i>Poverty as a Challenge Facing India</i> : Who is poor (through two case studies – rural and 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.	Understanding of poverty as a challenge and sensitization of the learner; Appreciation of the government initiative to alleviate poverty. <b>Periods: 12</b>
<b>Theme IV</b> <i>Food Security</i> : 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)	<ul style="list-style-type: none"> <li>• Exposing the child to an economic issue which is basic necessities of life;</li> <li>• Appreciate and critically look at the role of government in ensuring food supply</li> </ul> <b>Periods : 12</b>
<b>Suggested Activities/Instructions</b> <b>Theme I:</b> 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. Why? Is begging an economic activity? Discuss. Is it necessary to reduce population growth or family size? Discuss.

**Theme III:** 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.

## ECONOMICS CLASS X

(Total Periods: 50)

Themes	Objectives
<p><b>Theme I</b></p> <p><i>The Story of Development:</i> 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><i>The approach to this theme:</i> Use case study of three states (Kerala, Punjab and Bihar) or take a few countries (India, China, Sri Lanka and one developed country).</p>	<ul style="list-style-type: none"> <li>Familiarisation of some macroeconomic concepts.</li> <li>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.</li> <li>It is necessary to raise question in minds of the children whether the increase in income alone is not sufficient for a nation?</li> <li>How and why people should be healthy and provided with education.</li> </ul> <p style="text-align: right;"><b>Periods: 10</b></p>
<p><b>Theme II</b></p> <p><i>Money and Financial System:</i> 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>	<ul style="list-style-type: none"> <li>Familiarize the concept of money as an economic concept;</li> <li>Create awareness of the role of financial institutions from the point of view day-to-day life.</li> </ul> <p style="text-align: right;"><b>Periods: 10</b></p>



Themes	Objectives
<p><b>Theme III</b></p> <p><i>The Role of Service Sector in Indian Economy:</i> 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>	<ul style="list-style-type: none"> <li>• To make aware of a major employment generating sector.</li> <li>• Sensitise the learner of how and why governments invest in such an important sector.</li> </ul> <p><b>Periods: 10</b></p>
<p><b>Theme IV</b></p> <p><i>Globalisation:</i> 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 impacts on different sectors; Political Impacts of globalisation.</p>	<ul style="list-style-type: none"> <li>• Provide children some idea about how a particular economic phenomenon is influencing their surroundings and day-to-day life.</li> </ul> <p><b>Periods: 10</b></p>
<p><b>Theme V</b></p> <p><i>Consumer Awareness:</i> How consumer is exploited (one or two simple case studies) – factors causing exploitation of consumers – Rise of consumer awareness – how a consumer should be in a market – role of government in consumer protection.</p>	<ul style="list-style-type: none"> <li>• Making the child aware of his or her rights and duties as a consumer;</li> <li>• Familiarizing the legal measures available to protect from being exploited in markets.</li> </ul> <p><b>Periods: 10</b></p>
<p><b>Suggested Activities/Instructions</b></p> <p><b>Theme II:</b> Visit to banks and money lenders/pawnbrokers and discuss various activities that you have observed in banks in the classroom; Participate in the meetings of self help groups, which engaged in micro credit schemes in the locality of learners and observe issues discussed.</p> <p><b>Theme IV:</b> Provide many examples of service sector activities; Use numerical examples, charts and photographs.</p> <p><b>Theme V:</b> Collect logos of standards available for various goods and services; Visit a consumer court nearby and discuss in the class the proceedings; Collect stories of consumer exploitation and grievances from news papers and consumer courts.</p>	