



HISTORY

HISTORY (CLASSES XI-XII)

Rationale

These classes will introduce students to the idea that historical knowledge develops through debates and that sources need to be carefully read and interpreted. As the learners have been introduced to chronologically ordered histories of India in Classes VI to VIII, these histories will not be repeated within the same format in Classes XI and XII. Instead, the focus would be on certain select themes, which will be examined in some depth.

Through a focus on a series of critical historical issues and debates (Class XI) or on a range of important historical sources (Class XII), the students would be introduced to a set of important historical events and processes. A discussion of these themes, it is hoped, would allow students not only to know about these events and processes, but also to discover the excitement of doing history.

Objectives

- The effort in these senior secondary classes would be to emphasise to students that history is a critical discipline, a process of enquiry, a way of knowing about the past, rather than just a collection of facts. The syllabus would help them understand the process through which historians write history, by choosing and assembling different types of evidence, and by reading their sources critically. They will appreciate how historians follow the trails that lead to the past, and how historical knowledge develops.
- The syllabus would also enable students to relate/compare developments in different situations, analyse connection between similar processes located in different time periods, and discover the relationship between different methods of social enquiry within different social sciences.
- The syllabus in Class XI is organised around some major themes in world history. The themes have been selected so as to (i) focus on some important developments in different spheres — political, social, cultural and economic, (ii) study not only the grand narratives of development — urbanisation, industrialisation and modernisation — but also to know about the processes of displacements and marginalisation. Through the study of these themes students will acquire a sense of the wider historical processes as well as an idea of the specific debates around them.
- The treatment of each theme in Class XI would include (a) a broad picture of the theme under discussion, (b) a more detailed focus on one region of study, (c) an introduction to a critical debate associated with the issue.
- In Class XII the focus will shift to a detailed study of some themes in Ancient, Medieval and Modern Indian history. The objective would be to study a set of these themes in some detail and depth rather than survey the entire chronological span of Indian history. In this sense the course will build on the knowledge that the students have acquired in the earlier classes.
- Each theme in Class XII will also introduce the student to one type of source for the study of history. Through such a study students would begin to see what different types of sources can reveal and what they cannot tell. They would come to know how historians analyse these sources, the problems and difficulties of interpreting each type of source, and the way a larger

picture of an event, a historical process, or a historical figure, is built by looking at different types of sources.

- Each theme for Class XII will be organised around four subheads: (a) a detailed overview of the events, issues and processes under discussion, (b) a summary of the present state of research on the theme, (c) an account of how knowledge about the theme has been acquired, (d) an excerpt from a primary source related to the theme, explaining how it has been used by historians.
- While the themes in both these classes (XI and XII) are arranged in a broad chronological sequence, there are overlaps between them. This is intended to convey a sense that chronological divides and periodisation do not always operate in a neat fashion.
- In the textbooks each theme would be located in a specific time and place, but these discussions would be situated within a wider context by (a) plotting the specific event within time-lines, (b) discussing the particular event or process in relation to developments in other places and other times.

CLASS XI: THEMES IN WORLD HISTORY

(Total 50 Periods)

Themes	Objectives
<p>I: Early Societies</p> <p>1. <i>From the Beginning of Time</i> <i>Focus:</i> Africa, Europe till 15000 BC (a) Views on the origin of human beings. (b) Early societies. Debate on present-day hunter-gatherer societies.</p> <p>2. <i>Early Cities</i> <i>Focus:</i> Iraq, 3rd millennium BC (a) Growth of towns. (b) Nature of early urban societies. Debate on uses of writing</p> <p>II: Empires</p> <p>3. <i>An Empire across Three Continents</i> <i>Focus:</i> Roman Empire, 27 BC to AD 600. (a) Political evolution (b) Economic expansion (c) Religion (d) Late Antiquity. Debate on the institution of slavery.</p>	<ul style="list-style-type: none"> • Familiarise the learner with ways of reconstructing human evolution. • Discuss whether the experience of present-day hunting-gathering peoples can be used to understand early societies. • Familiarise the learner with the nature of early urban centres. • Discuss whether writing is significant as a marker of civilization. • Familiarise the learner with the history of a major world empire. • Discuss whether slavery was a significant element in the economy.



Themes	Objectives
<p>4. Central Islamic Lands</p> <p><i>Focus:</i> 7th to 12th centuries.</p> <p>(a) Polity</p> <p>(b) Economy</p> <p>(c) Culture.</p> <p>Debate on the nature of the crusades.</p>	<ul style="list-style-type: none">• Familiarise the learner with the rise of Islamic empires in the Afro-Asian territories and its implications for economy and society.• Understand what the crusades meant in these regions and how they were experienced.
<p>5. Nomadic Empires</p> <p><i>Focus:</i> the Mongol, 13th to 14th century</p> <p>(a) The nature of nomadism.</p> <p>(b) Formation of empires.</p> <p>(c) Conquests and relations with other states.</p> <p>Debate on nomadic societies and state formation.</p>	<ul style="list-style-type: none">• Familiarise the learner with the varieties of nomadic society and their institutions.• Discuss whether state formation is possible in nomadic societies.
III: Changing Traditions	
<p>6. Three Orders</p> <p><i>Focus:</i> Western Europe, 9th-16th century</p> <p>(a) Feudal society and economy.</p> <p>(b) Formation of states.</p> <p>(c) Church and society.</p> <p>Debate on decline of feudalism.</p>	<ul style="list-style-type: none">• Familiarise the learner with the nature of the economy and society of this period and the changes within them.• Show how the debate on the decline of feudalism helps in understanding processes of transition.
<p>7. Changing Cultural Traditions</p> <p><i>Focus</i> on Europe, 14th to 17th century.</p> <p>(a) New ideas and new trends in literature and arts.</p> <p>(b) Relationship with earlier ideas</p> <p>(c) The contribution of West Asia.</p> <p>Debate: Is the notion 'European Renaissance' valid?</p>	<ul style="list-style-type: none">• Explore the intellectual trends in the period.• Familiarize students with the paintings and buildings of the period.• Introduce the debate around the idea of 'Renaissance'.
<p>8. Confrontation of Cultures</p> <p><i>Focus</i> on the Americas, 15th to 18th century.</p> <p>(a) European voyages of exploration.</p> <p>(b) Search for gold; enslavement, raids, extermination.</p> <p>(c) Indigenous peoples and cultures – the Arawaks, the Aztecs, the Incas.</p> <p>(d) The history of displacements.</p> <p>Debate on the slave trade.</p>	<ul style="list-style-type: none">• Discuss changes in European economy that led to the voyages.• Discuss the implications of the conquests for the indigenous people.• Explore the debate on the nature of the slave trade and see what this debate tells us about the meaning of these "discoveries".

Themes	Objectives
<p>IV: Paths to Modernisation</p> <p>9. <i>Displacing Indigenous Peoples</i> Focus on North America and Australia, 18th-20th century.</p> <p>(a) European colonists in North America and Australia.</p> <p>(b) Formation of white settler societies.</p> <p>(c) Displacement and repression of local people. Debate on the impact of European settlement on indigenous populations.</p> <p>10. <i>The Industrial Revolution</i> Focus on England, 18th and 19th century.</p> <p>(a) Innovations and technological change.</p> <p>(b) Patterns of growth.</p> <p>(c) Emergence of a working class.</p> <p>Debate: Was there an Industrial Revolution?</p> <p>11. <i>Paths to Modernization</i> Focus on East Asia. Late 19th and 20th century.</p> <p>(a) Militarization and economic growth in Japan.</p> <p>(b) China and the Communist alternative.</p> <p>Debate on the meaning of Modernisation.</p>	<ul style="list-style-type: none"> • Sensitise students to the processes of displacements that accompanied the development of America and Australia. • Understand the implications of such processes for the displaced populations. • Understand the nature of growth in the period and its limits. • Initiate students to the debate on the idea of industrial revolution. • Make students aware that transformation in the modern world takes many different forms. • Show how notions like ‘modernisation’ need to be critically assessed.

CLASS XII: THEMES IN INDIAN HISTORY

(Total 50 Periods)

Themes	Objectives
<p>The Story of the First Cities: Harappan Archaeology</p> <p><i>Broad overview:</i> Early urban centres.</p> <p><i>Story of discovery:</i> Harappan civilization.</p> <p><i>Excerpt:</i> Archaeological report on a major site.</p> <p><i>Discussion:</i> how it has been utilized by archaeologists/historians.</p>	<ul style="list-style-type: none"> • Familiarise the learner with early urban centres as economic and social institutions. • Introduce the ways in which new data can lead to a revision of existing notions of history. • Illustrate how archaeological reports are analysed and interpreted by scholars.



Themes	Objectives
<p>Political and Economic History: How Inscriptions tell a story</p> <p><i>Broad overview:</i> Political and economic history from the Mauryan to the Gupta period.</p> <p><i>Story of discovery:</i> Inscriptions and the decipherment of the script. Shifts in the understanding of political and economic history.</p> <p><i>Excerpt:</i> Asokan inscription and Gupta period land grant.</p> <p><i>Discussion:</i> Interpretation of inscriptions by historians.</p>	<ul style="list-style-type: none"> Familiarise the learner with major trends in the political and economic history of the subcontinent from c. 4th century BCE to c. 5th century CE. Introduce inscriptional analysis and the ways in which these have shaped the understanding of political and economic processes.
<p>Social Histories: Using the Mahabharata</p> <p><i>Broad overview:</i> Issues in social history, including caste, class, kinship and gender.</p> <p><i>Story of discovery:</i> Transmission and publications of the Mahabharata.</p> <p><i>Excerpt:</i> From the Mahabharata, illustrating how it has been used by historians.</p> <p><i>Discussion:</i> Other sources for reconstructing social history.</p>	<ul style="list-style-type: none"> Familiarise the learner with issues in social history. Introduce strategies of textual analysis and their use in reconstructing social history.
<p>A History of Buddhism: Sanchi Stupa</p> <p><i>Broad overview:</i></p> <p>(a) A brief review of religious histories of Vedic religion, Jainism, Vaisnavism, Saivism.</p> <p>(b) Focus on Buddhism.</p> <p><i>Story of discovery:</i> Sanchi stupa.</p> <p><i>Excerpt:</i> Reproduction of sculptures from Sanchi.</p> <p><i>Discussion:</i> Ways in which sculpture has been interpreted by historians, other sources for reconstructing the history of Buddhism.</p>	<ul style="list-style-type: none"> Discuss the major religious developments in early India. Introduce strategies of visual analysis and their use in reconstructing histories of religion.
<p>Agrarian Relations: The Ain-i- Akbari</p> <p><i>Broad overview:</i></p> <p>(a) Structure of agrarian relations in the 16th and 17th centuries.</p>	<ul style="list-style-type: none"> Discuss developments in agrarian relations Discuss how to supplement official documents with other sources.



Themes	Objectives
<p>(b) Patterns of change over the period.</p> <p><i>Story of Discovery:</i> Account of the compilation and translation of Ain-i-Akbari.</p> <p><i>Excerpt:</i> From the Ain-i-Akbari.</p> <p><i>Discussion:</i> Ways in which historians have used the text to reconstruct history.</p>	<ul style="list-style-type: none"> • Discuss developments in agrarian relations. • Discuss how to supplement official documents with other sources.
<p>The Mughal Court: Reconstructing Histories through Chronicles</p> <p><i>Broad Overview:</i></p> <p>(a) Outline of political history c. 15th-17th centuries.</p> <p>(b) Discussion of the Mughal court and politics.</p> <p><i>Story of Discovery:</i> Account of the production of court chronicles, and their subsequent translation and transmission.</p> <p><i>Excerpts:</i> from the <i>Akbarnama</i> and <i>Padshahnama</i>.</p> <p><i>Discussion:</i> Ways in which historians have used the texts to reconstruct political histories.</p>	<ul style="list-style-type: none"> • Familiarise the learner with the major landmarks in political history. • Show how chronicles and other sources are used to reconstruct the histories of political institutions.
<p>New Architecture: Hampi</p> <p><i>Broad Overview:</i></p> <p>(a) Outline of new buildings during Vijayanagar period — temples, forts, irrigation facilities.</p> <p>(b) Relationship between architecture and the political system.</p> <p><i>Story of Discovery:</i> Account of how Hampi was found.</p> <p><i>Excerpt:</i> Visuals of buildings at Hampi.</p> <p><i>Discussion:</i> Ways in which historians have analysed and interpreted these structures.</p>	<ul style="list-style-type: none"> • Familiarise the learner with the new buildings that were built during the time. • Discuss the ways in which architecture can be analyzed to reconstruct history.
<p>Religious Histories: The Bhakti-Sufi Tradition</p> <p><i>Broad Overview:</i></p> <p>(a) Outline of religious developments during this period.</p> <p>(b) Ideas and practices of the Bhakti-Sufi saints.</p> <p><i>Story of Transmission:</i> How Bhakti-Sufi compositions have been preserved.</p>	<ul style="list-style-type: none"> • Familiarise the learner with religious developments. • Discuss ways of analysing devotional literature as sources of history.



Themes	Objectives
<p><i>Excerpt:</i> Extracts from selected Bhakti Sufi works.</p> <p><i>Discussion:</i> Ways in which these have been interpreted by historians.</p>	
<p>Medieval Society through Travellers' Accounts</p> <p><i>Broad Overview:</i> Outline of social and cultural life as they appear in travellers' accounts.</p> <p><i>Story of their writings:</i> A discussion of where they travelled, why they travelled, what they wrote, and for whom they wrote.</p> <p><i>Excerpts:</i> from Alberuni, Ibn Batuta, Bernier.</p> <p><i>Discussion:</i> What these travel accounts can tell us and how they have been interpreted by historians.</p>	<ul style="list-style-type: none">• Familiarise the learner with the salient features of social histories described by the travellers.• Discuss how travellers' accounts can be used as sources of social history.
<p>Colonialism and Rural Society: Evidence from Official Reports</p> <p><i>Broad overview:</i></p> <p>(a) Life of zamindars, peasants and artisans in the late 18th century.</p> <p>(b) East India Company, revenue settlements and surveys.</p> <p>(c) Changes over the nineteenth century.</p> <p><i>Story of official records:</i> An account of why official investigations into rural societies were undertaken and the types of records and reports produced.</p> <p><i>Excerpts:</i> From Firminger's <i>Fifth Report</i>, Accounts of Francis Buchanan-Hamilton, and Deccan Riots Report.</p> <p><i>Discussion:</i> What the official records tell and do not tell, and how they have been used by historians.</p>	<ul style="list-style-type: none">• Discuss how colonialism affected zamindars, peasants and artisans.• Understand the problems and limits of using official sources for understanding the lives of people.
<p>Representations of 1857</p> <p><i>Broad Overview:</i></p> <p>(a) The events of 1857-58.</p> <p>(b) How these events were recorded and narrated.</p> <p><i>Focus:</i> Lucknow.</p>	<ul style="list-style-type: none">• Discuss how the events of 1857 are being reinterpreted.• Discuss how visual material can be used by historians.



Themes	Objectives
<p><i>Excerpts:</i> Pictures of 1857. Extracts from contemporary accounts.</p> <p><i>Discussion:</i> How the pictures of 1857 shaped British opinion of what had happened.</p>	
<p>Colonialism and Indian Towns: Town Plans and Municipal Reports</p> <p><i>Broad Overview:</i> The growth of Mumbai, Chennai, hill stations and cantonments in the 18th and 19th century.</p> <p><i>Excerpts:</i> Photographs and paintings. Plans of cities. Extract form town plan reports. Focus on Kolkata town planning.</p> <p><i>Discussion:</i> How the above sources can be used to reconstruct the history of towns. What these sources do not reveal.</p>	<ul style="list-style-type: none"> Familiarise the learner with the history of modern urban centres. Discuss how urban histories can be written by drawing on different types of sources.
<p>Mahatma Gandhi through Contemporary Eyes</p> <p><i>Broad Overview:</i></p> <p>(a) The nationalist movement 1918-48, (b) The nature of Gandhian politics and leadership.</p> <p><i>Focus:</i> Mahatma Gandhi in 1931.</p> <p><i>Excerpts:</i> Reports from English and Indian language newspapers and other contemporary writings.</p> <p><i>Discussion:</i> How newspapers can be a source of history.</p>	<ul style="list-style-type: none"> Familiarise the learner with significant elements of the nationalist movement and the nature of Gandhian leadership. Discuss how Mahatma Gandhi was perceived by different groups. Discuss how historians need to read and interpret newspapers, dairies and letters as historical source.
<p>Partition through Oral Sources</p> <p><i>Broad Overview:</i></p> <p>(a) The history of the 1940s; (b) Nationalism, Communalism and Partition.</p> <p><i>Focus:</i> Punjab and Bengal.</p> <p><i>Excerpts:</i> Oral testimonies of those who experienced partition.</p> <p><i>Discussion:</i> Ways in which these have been analysed to reconstruct the history of the event.</p>	<ul style="list-style-type: none"> Discuss the last decade of the national movement, the growth of communalism and the story of Partition. Understand the events through the experience of those who lived through these years of communal violence. Show the possibilities and limits of oral sources.



Themes	Objectives
<p>The Making of the Constitution</p> <p><i>Broad Overview:</i></p> <p>(a) Independence and the new nation state.</p> <p>(b) The making of the Constitution.</p> <p><i>Focus:</i> The Constitutional Assembly debates.</p> <p><i>Excerpts:</i> From the debates.</p> <p><i>Discussion:</i> What such debates reveal and how they can be analyzed.</p>	<ul style="list-style-type: none">• Familiarise students with the history of the early years after independence.• Discuss how the founding ideals of the new nation state were debated and formulated.• Understand how such debates and discussions can be read by historians.

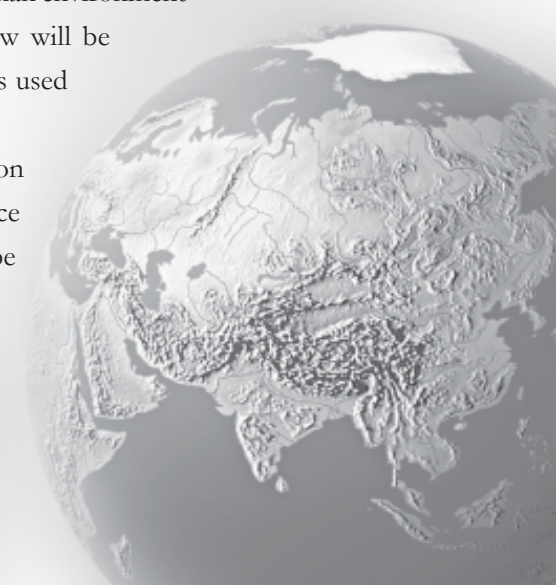
GEOGRAPHY (CLASSES XI-XII)

Rationale

Geography is introduced as an elective subject at the higher secondary stage. After ten years of general education, students branch out at the beginning of this stage and are exposed to the rigours of the discipline for the first time. Being an entry point for the higher education, students choose geography for pursuing their academic interest and, therefore, need a broader and deeper understanding of the subject. For others, geographical knowledge is useful in daily lives because it is a valuable medium for the education of young people. Its contributions lie in the content, cognitive processes, skills and values that geography promotes and thus helps the students explore, understand and evaluate the environmental and social dimensions of the world in a better manner.

Since geography explores the relationship between people and their environment, it includes studies of physical and human environments and their interactions at different scales — local, state/region, nation and the world. The fundamental principles responsible for the varieties in the distributional pattern of physical and human features and phenomena over the earth's surface need to be understood properly. Application of these principles would be taken up through selected case studies from the world and India. Thus, the physical and human environment of India and study of some issues from a geographical point of view will be covered in greater detail. Students will be exposed to different methods used in geographical investigations.

Common Core Components (NPE 1986) such as India's common cultural heritage, equality of sexes, protection of environment, observance of the small family norm and inculcation of scientific temper will be reflected in the geography syllabus.





The geography course will incorporate some issues of NCF – 2005 such as making children sensitive to environment and its protection to nurture and preserve the environment, and using geographical knowledge in understanding various environmental and socio-economic issues of the community, region and the country, e.g. gender and marginalised groups.

Objectives

The course in geography will help learners:

- Familiarise themselves with the terms, key concepts and basic principles of geography;
- Search for, recognise and understand the processes and patterns of the spatial arrangement of the natural as well as human features and phenomena on the earth's surface;
- Understand and analyse the inter-relationship between physical and human environments and their impact;
- Apply geographical knowledge and methods of inquiry to new situations or problems at different levels — local/regional, national and global;
- Develop geographical skills, relating to collection, processing and analysis of data/information and preparation of report including maps and graphics and use of computers wherever possible; and
- Utilize geographical knowledge in understanding issues concerning the community such as environmental issues, socio-economic concerns, gender and become responsible and effective member of the community.

Course Structure

Class XI

A. Fundamentals of Physical Geography	Periods 88
B. India – Physical Environment	Periods 78
C. Practical Work (Unit I and II)	Periods 54

Class XII

A. Fundamentals of Human Geography	Periods 85
B. India – People and Economy	Periods 85
C. Practical Work (Unit I and II)	Periods 50

Note: There will be six textbooks, two for theory and one for practical work for each class.

Evaluation

Evaluation in geography should be based on the objectives of geography that are to be realised at this stage. There is a need to introduce continuous and comprehensive evaluation in a systematic manner. Emphasis is to be given on evaluating learners' progress in acquiring various geographical skills along with the cognitive areas.



A. Fundamentals of Physical Geography (Periods 88)

Unit I: Geography as a Discipline (Periods 6)

- Geography as an integrating discipline, as a science of spatial attributes;
- Branches of geography; importance of physical geography

Unit II: The Earth (Periods 12)

- Origin and evolution of the earth; Interior of the earth; Wegener's continental drift theory and plate tectonics; Earthquakes and volcanoes;

Unit III: Landforms (Periods 20)

- Rocks and minerals – major types of rocks and their characteristics;
- Landforms and their evolution
- Geomorphic processes – weathering, mass wasting, erosion and deposition; soils – formation

Unit IV: Climate (Periods 30)

- Atmosphere – compositions and structure; elements of weather and climate;
- Insolation – angle of incidence and distribution; heat budget of the earth – heating and cooling of atmosphere (conduction, convection, terrestrial radiation, advection); temperature – factors controlling temperature; distribution of temperature – horizontal and vertical; inversion of temperature;
- Pressure – pressure belts; winds – planetary seasonal and local, air masses and fronts; tropical and extra tropical cyclones;
- Precipitation – evaporation; condensation – dew, frost, fog, mist and cloud; rainfall – types and world distribution;
- World climates – classification (Koeppen), greenhouse effect, global warming and climatic changes.

Unit V: Water (Oceans) (Periods 12)

- Hydrological Cycle;
- Oceans — submarine relief; distribution of temperature and salinity; movements of ocean water—waves, tides and currents.

Unit VI: Life on the Earth (Periods 8)

- Biosphere – importance of plants and other organisms; biodiversity and conservation; ecosystems, bio-geo chemical cycle, and ecological balance.

B. India – Physical Environment (Periods 78)

Unit I: Introduction (Periods 6)

- Location – space relations and India's place in the world.



Unit II: *Physiography*

(Periods 24)

- Structure and Relief;
- Drainage systems: concept of water sheds: the Himalayan and the Peninsular ;
- Physiographic divisions.

Unit III: *Climate, Vegetation and Soil*

(Periods 26)

- Weather and climate – spatial and temporal distribution of temperature, pressure , winds and rainfall; Indian monsoons: mechanism, onset and variability – spatial and temporal; climatic types;
- Natural vegetation – forest types and distribution; wild life; conservation; biosphere reserves;
- Soils – major types (ICAR's classification) and their distribution, soil degradation and conservation.

Unit IV: *Natural Hazards and Disasters: Causes, Consequences and Management* (One case study to be introduced for each topic)

(Periods 22)

- Floods and droughts
- Earthquakes and Tsunami
- Cyclones
- Landslides

C. Practical Work

(Periods 54)

Unit I : *Fundamentals of Maps*

(Periods 22)

- Maps – types; scales – types; construction of linear scales, measuring distance, finding direction and use of symbols;
- Latitude, Longitude and time;
- Map projection – typology, construction and properties of conical with one standard parallel and Mercator's projection.

Unit II : *Topographic and Weather Maps*

(Periods 32)

- Study of topographic maps (1:50,000 or 1:25,000, Survey of India maps): contour cross section and identification of landforms – slopes hills, valleys, waterfalls, cliffs; distribution of settlements;
- Aerial Photographs and Satellite Images:

Aerial Photographs: Types and Geometry – vertical aerial photographs; difference between maps and aerial photographs; photo scale determination.

Satellite images: Stages in remote sensing data acquisition, platform and sensors and data products, (photographic and digital)

Interpretation of physical and cultural features from aerial photographs and satellite imageries.

- Use of weather instruments: thermometer, wet and dry-bulb thermometer, barometer, windvane, raingauge.
- Use of weather charts: describing pressure, wind and rainfall distribution.



A. Fundamentals of Human Geography (Periods 85)

Unit I: *Human Geography: Nature and Scope* (Periods 5)

Unit II: *People* (Periods 20)

- Population of the world – distribution, density and growth;
- Population change-spatial patterns and structure; determinants of population change;
- Age-sex ratio; rural-urban composition;
- Human development – concept; selected indicators, international comparisons.

Unit III: *Human Activities* (Periods 28)

- Primary activities – concept and changing trends; gathering, pastoral, mining, subsistence agriculture, modern agriculture; people engaged in agriculture and allied activities – some examples from selected countries;
- Secondary activities – concept; manufacturing: agro-processing, household, small scale, large scale; people engaged in secondary activities – some examples from selected countries;
- Tertiary activities – concept; trade, transport and communication; services; people engaged in tertiary activities – some examples from selected countries;
- Quaternary activities – concept; knowledge based industries; people engaged in quaternary activities – some examples from selected countries.

Unit IV: *Transport, Communication and Trade* (Periods 20)

- Land transport – roads, railways – rail network; trans-continental railways;
- Water transport- inland waterways; major ocean routes;
- Air transport – Intercontinental air routes;
- Oil and gas pipelines;
- Satellite communication and cyber space;
- International trade – Basis and changing patterns; ports as gateways of international trade, role of WTO in International trade.

Unit V: *Human Settlements* (Periods 12)

- Settlement types – rural and urban; morphology of cities (case study); distribution of mega cities; problems of human settlements in developing countries.

B. India: People and Economy (Periods 85)

Unit I: *People* (Periods 15)

- Population – distribution, density and growth; composition of population: linguistic and religious; rural-urban population change through time – regional variations; occupation;

- Migration: international, national – causes and consequences;
- Human development – selected indicators and regional patterns;
- Population, environment and development.

Unit II: Human Settlements

(Periods 10)

- Rural settlements – types and distribution;
- Urban settlements – types, distribution and functional classification.

Unit III: Resources and Development

(Periods 30)

- Land resources – general land use; agricultural land use – major crops; agricultural development and problems, common property resources;
- Water resources – availability and utilization – irrigation, domestic, industrial and other uses; scarcity of water and conservation methods – rain water harvesting and watershed management (one case study related with participatory watershed management to be introduced) ;
- Mineral and energy resources – metallic and non-metallic minerals and their distribution; conventional and non-conventional energy sources;
- Industries – types and distribution; industrial location and clustering; changing pattern of selected industries – iron and steel, cotton textiles, sugar, petrochemicals, and knowledge based industries; impact of liberalisation, privatisation and globalisation on industrial location;
- Planning in India – target area planning (case study); idea of sustainable development (case study).

Unit IV: Transport, Communication and International Trade

(Periods 15)

- Transport and communication — roads, railways, waterways and airways; oil and gas pipelines; national electric grids; communication networkings – radio, television, satellite and internet;
- International trade — changing pattern of India's foreign trade; sea ports and their hinterland and airports.

Unit V: Geographical Perspective on Selected Issues and Problems

(One case study to be introduced for each topic)

(Periods 15)

- Environmental pollution; urban-waste disposal;
- Urbanisation-rural-urban migration; problem of slums;
- Land Degradation.

C. Practical Work

(Periods 50)

Unit I : Processing of Data and Thematic Mapping

(Periods 25)

- Sources of data;
- Tabulating and processing of data; calculation of averages, measures of central tendency, deviation and rank correlation;
- Representation of data – construction of diagrams: bars, circles and flowchart; thematic maps; construction of dot; choropleth and isopleth maps.

Use of computers in data processing and mapping.





Unit II: Field Study or Spatial Information Technology

(Periods 25)

Field visit and study: map orientation, observation and preparation of sketch; survey on any one of the local concerns: pollution, ground water changes, land use and land-use changes, poverty, energy issues, soil degradation, drought and flood impacts (any one topic of local concern may be taken up for the study; observation and questionnaire survey may be adopted for the data collection; collected data may be tabulated and analysed with diagrams and maps).

OR

Spatial Information Technology

Introduction to GIS; hardware requirements and software modules; data formats: raster and vector data, data input, editing and topology building; data analysis; overlay and buffer.

POLITICAL SCIENCE

POLITICAL SCIENCE (CLASSES XI-XII)

Rationale

At the higher secondary level students who opt under the Social Sciences/Humanities stream are given an opportunity to get introduced to the diverse concerns of a Political Scientist. At this level course also need to enable students to engage with political process that surrounds them and provide them with an understanding of the historical context that has shaped the present. The different courses introduce the students to the various streams of the discipline of political science: political theory, Indian politics and international politics. Concerns of the other two streams — comparative politics and public administration — are accommodated at different places in these courses. In introducing these streams, special care has been taken not to burden the students with the current jargon of the discipline. The basic idea here is to lay the foundations for a serious engagement with the discipline at the BA stage rather than anticipate the BA syllabi.

Objectives

The specific objectives of the course are indicated in the preamble to the syllabus for each year.

Course I Class XI: Indian Constitution at Work

Course Rationale

This course seeks to deepen the understanding of the provisions and the working of the Constitution of India for students who have opted for Political Science. Deepening of understanding may require in some cases providing more detailed information about the articles and clauses of the Constitution; but in most parts the course will avoid overemphasis on legal technicalities and seek to focus instead on explaining the rationale and the real life consequences of the constitutional provision. At this stage the student should be initiated into thinking of the Constitution as a



political document that reflects the values of a society at a given point of time. The institutional structure that emanates from the Constitution should be seen as one possible political arrangement that has real life political consequences. The students should also be encouraged to think of the Constitution as a living document that has constantly evolved and is still in the process of further refinement. Accordingly, the course has grouped the constitutional provision under a few themes. Each thematic follows a pattern:

- It takes up the rationale or the underlying philosophy behind that part of Constitution.
- It spells out the constitutional provisions in relevant details (mostly avoiding legal matters of technical interest or the wording and number of the articles and clauses of the Constitution); and
- Discusses how the provisions have actually played out in real life.
- For deepening the understanding of the Constitution and its working, it is proposed to illustrate each course with one example (case law, event or political dispute) from the working of the Constitution in India, and
- An example from outside India to illustrate how the institutional mechanism could have been different from what it is.

This course leads to the course on Politics in India since Independence in Class XII.

Learning Objectives

- Enable students to understand historical processes and circumstances in which the Constitution was drafted.
- Provide opportunity for students to be familiar with the diverse visions that guided the makers of the Indian Constitution.
- Enables students to identify the certain key features of the Constitution and compare these to other constitutions in the world.
- Analyse the ways in which the provisions of the Constitution have worked in real political life.

Course Content

1. *Making of the Constitution*: Why do we need a constitution? What does a constitution do? Who made our Constitution? How did the country's partition affect the working of the Constituent Assembly? What were the sources of the Constitution?
2. *Fundamental Rights*: Why do we need for bill of rights in a Constitution? What are the fundamental rights provided by the Constitution? Why was the right to property removed from Fundamental Rights? How have the interpretations by the courts influenced Fundamental Rights? How has provision of Fundamental Rights provided the basis for civil liberties movement in India? What are the Fundamental Duties?
3. *System of representational democracy*: What are the different methods of elections? How do these methods affect parties and politics? Why was the first past the post system chosen in India? What have been the effects of this system? Why is there a system of reserved seats? What are the provisions to ensure free and fair elections? What does the Election Commission do?



4. *Executive in a parliamentary system:* Why was the parliamentary system chosen over other forms of government? Why does the parliamentary system need a constitutional head? How are the Prime Minister and the Chief Ministers elected? What are the formal and real powers of the President of India? What are the powers of the Prime Minister or the Chief Minister and the Council of Ministers? What are the powers of the Governor?
5. *Legislature at the central and state level:* Why does the Parliament of India have two Houses? How are the Parliament and the State Assemblies constituted? What are the powers of the Rajya Sabha and Lok Sabha? How are the laws passed? How is the executive made accountable? What are the constitutional means to prevent defection?
6. *Judiciary:* What is Rule of law? Why do we need an independent judiciary? What are the provisions that ensure the independence of judiciary in India? How are judges appointed? What are the powers of the Supreme and the High Courts? How do they use their powers for public interest?
7. *Federalism:* What is federalism? How does federalism ensure accommodation of diversities? In which ways is the Indian Constitution federal? In which ways does the Constitution strengthen the centre? Why are there special provisions for some states and areas?
8. *Local government:* Why do we need decentralisation of power? What has been the status of local government in the Constitution? What are the basic features of rural and urban local governments? What has been the effect of giving constitutional status to local governments?
9. *Political philosophy underlying the Constitution:* What are the core provisions of the Constitution? What are the visions underlying these core provisions? How are these visions shaped by modern Indian political thought?
10. *Constitution as a living document:* How has the Constitution changed since its inception? What further changes are being debated? What has the working of democracy done to the constitution?

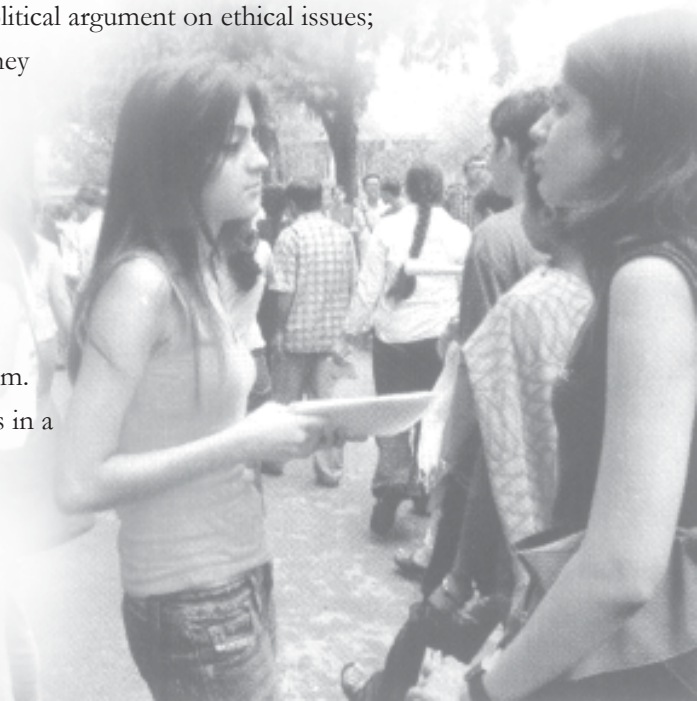
Course II Class XI: Political Theory

Course Rationale

This is a beginner's course in normative political philosophy that seeks to:

- equip the student with skills of developing a rigorous political argument on ethical issues;
- encourage them to analyse any unexamined prejudices they may have inherited;
- inculcate a respect for some of the stated and implicit constitutional values;
- develop an interest in political theory and a capacity for abstraction.

The course focuses on some of the key constitutional values or concerns implicit in our democratic political system. Some of these issues are not related to constitutional values in a





direct way but these relate to the larger ethical frame implicit in our democracy. Instead of 'teaching' these values in a didactic manner by invoking the authority of constitution or major thinkers, the course seeks to encourage the students to arrive at these positions through critical reasoning. The main objective here is to give the student the skills and the confidence that they can and should think on their own and take positions on some of the big questions of our time.

The course is organised around some key concepts. Thus each chapter will include:

- Analysis of the key concept and its related concepts;
- Reference to the constitutional values that underlie the concept;
- Discussion of some key intellectual resources (thinkers, isms, document etc.) associated with the concept; and
- Detailed discussion of one or more real life examples of debates involving that concept.

It should be ensured in writing the textbook and in class room teaching that the emphasis should be on the reasoning skills over and above the factual/information content of the examples. Instead of handing down all the nuances of the concept to the student, the textbook and the teacher should encourage the student to develop and use the concept on their own. The students should be discouraged from using quotations and rhetorical flourishes; their argument must stand on its own legs. The success of a course like this is critically dependent on innovative ways of examination.

Learning Objectives

- Develop the skills for logical reasoning and abstraction.
- Inculcate attention to and respect for viewpoints other than one's own.
- Introduce students to the different political thinkers in relation to a concept and in everyday social life.
- Enable students to meaningfully participate in a concern of current political life that surrounds them.
- Encourage the students to analyse any unexamined prejudices that one may have inherited.

Course Content

1. Introduction to Political Theory

What is politics? Do we find politics in seemingly non-political domains? Can political arguments be resolved through reasoning? Why do we need political theory?

2. Freedom

What is freedom? What are reasonable constraints on individual liberty? How are the limits defined?

3. Equality

Do all differences involve inequality? Does equality imply sameness? What are the major forms of inequality? How can equality be realized?

4. Social Justice

Is justice all about fairness? What is the relationship between justice and equality? What are the different forms of injustice? In which ways can justice be secured?



5. Rights

How is a right different from any claim? What are the major kinds of right claims? How do we resolve a conflict between individual and community rights? How does the state enable and obstruct rights?

6. Citizenship

Who is a citizen? What are relevant grounds for inclusion and exclusion? How are new claims to citizenship negotiated? Can we have a global citizenship?

7. Nationalism

How are the boundaries of a nation defined? Must every nation have a state? What demands can a nation make on its citizens? What is the basis of the right to self-determination?

8. Secularism

What is secularism? Which domains of life does it relate to? What is a secular state? Why do we need secular state in modern times? Is secularism suitable for India?

9. Peace

What is peace? Does peace always require non-violence? Under what conditions is war justified? Can armament promote global peace?

10. Development

What is development? Is there a universally accepted model of development? How to balance the claims of present generation with claims of future generations?

Course III Class XII: Politics in India Since Independence

Course Rationale

It is a common experience that the younger generation of citizens does not know very much about the first and formative fifty years in the history of independent India. They often know more about India of 1920s or 1940s than they do about any decade in post-independence period including even the 1990s. This course seeks to fill this lacuna with a view to providing the students with information and perspective that would help them in their further study of Political Science and their role as a citizen. That is why there is a focus on political history; other dimensions are brought in only to the extent they impinge on political history. In doing so, the course seeks to incorporate the lessons learnt from the discipline of history: that history must not become a mere chronicle of dates and events, that it should be integrated into an analytical narrative, that the history of politics must not become a narrow history of national political events and personalities and that history writing must not take place from a narrow partisan angle. The syllabus has to be illustrative rather than comprehensive: the idea is to identify some major developments in any period and then illustrate it with some events and personalities at the national level as well as in a select state or region. It is suggested that some of the recent political developments should be handled in general terms avoiding reference to persons active in today's politics.



Learning Objectives

- Enable students to be familiar with some of the key political events and figures in the post-independence period.
- Develop skills of political analysis through events and processes of recent history.
- Develop their capacity to link macro processes with micro situations and their own life.
- Encourage the students to take a historical perspective of making sense of the contemporary India.

Course Contents

1. *Era of One-Party Dominance*: First three general elections, nature of Congress dominance at the national level, uneven dominance at the state level, coalitional nature of Congress. Major opposition parties.
2. *Nation-Building and Its Problems*: Nehru's approach to nation-building: Legacy of partition: challenge of 'refugee' resettlement, the Kashmir problem. Organisation and reorganisation of states; Political conflicts over language.
3. *Politics of Planned Development*: Five year plans, expansion of state sector and the rise of new economic interests. Famine and suspension of five year plans. Green revolution and its political fallouts.
4. *India's External Relations*: Nehru's foreign policy. Sino-Indian war of 1962, Indo-Pak war of 1965 and 1971. India's nuclear programme and shifting alliances in world politics.
5. *Challenge to and Restoration of Congress System*: Political succession after Nehru. Non-Congressism and electoral upset of 1967, Congress split and reconstitution, Congress' victory in 1971 elections, politics of 'garibi hatao'.
6. *Crisis of the Constitutional Order*: Search for 'committed' bureaucracy and judiciary. Navnirman movement in Gujarat and the Bihar movement. Emergency: context, constitutional and extra-constitutional dimensions, resistance to emergency. 1977 elections and the formation of Janata Party. Rise of civil liberties organisations.
7. *Regional Aspirations and Conflicts*: Rise of regional parties. Punjab crisis and the anti-Sikh riots of 1984. The Kashmir situation. Challenges and responses in the North East.
8. *Rise of New Social Movements*: Farmers' movements, Women's movement, Environment and Development-affected people's movements. Implementation of Mandal Commission report and its aftermath.
9. *Democratic Upsurge and Coalition Politics*: Participatory upsurge in 1990s. Rise of the JD and the BJP. Increasing role of regional parties and coalition politics. UF and NDA governments. Elections 2004 and UPA government.
10. *Recent Issues and Challenges*: Challenge of and responses to globalization: new economic policy and its opposition. Rise of OBCs in North Indian politics. Dalit politics in electoral and non-electoral arena. Challenge of communalism: Ayodhya dispute, Gujarat riots.



Course IV Class XII: Contemporary World Politics

Course Rationale

The political map of the world has undergone a dramatic change after the end of the cold war. The present course is an introduction to this new world of politics that we live in. It aims at encouraging and equipping the student to think about India's place in this new world. It seeks to impart relevant information and develop a perspective so as to initiate the student in the discipline of international relations and, to a limited extent, comparative politics. The course moves away from the conventional focus of introductory courses on world politics in many ways. Its focus is clearly on the post-1990 world, with a brief introduction to cold war and bipolar world to serve as a background. The emphasis here is not only on relations among nations; the course also seeks to introduce the students to post-democratisation political systems across the world and to processes of globalization in internal and external relations of the nations. While paying attention to the role of big powers, it gives careful attention to alternative centres of power and the global South. It seeks to shift the focus away from a formal description of the UN and its organs, to new institutions of global governance. Given its emphasis on locating India in contemporary world politics, the course does not limit the discussion on India to a chapter on India's foreign policy. Instead, it seeks to situate India in the context of each of the themes and regions discussed in the course, while paying special attention to India's relations with its neighbours. An extensive use of maps is strongly recommended for this course.

Learning Objectives

- Enable the students to expand their horizon beyond India and make sense of the political map of contemporary world.
- Familiarise the students with some of the key political events and processes in the post cold war era.
- Equip student to be conscious of the way in which global events and processes shape our everyday lives.
- Strengthen their capacity for political analysis by thinking of contemporary developments in a historical perspective.

Course Content

1. *Cold War Era in World Politics*: Emergence of two power blocs after the second world war. Arenas of the cold war. Challenges to Bipolarity: Non Aligned Movement, quest for new international economic order. India and the cold war.
2. *Disintegration of the 'Second World' and the Collapse of Bipolarity*: New entities in world politics: Russia, Balkan states and, Central Asian states, Introduction of democratic politics and capitalism in post-communist regimes. India's relations with Russia and other post-communist countries.
3. *US Dominance in World Politics*: Growth of unilateralism: Afghanistan, first Gulf War, response to 9/11 and attack on Iraq. Dominance and challenge to the US in economy and ideology. India's renegotiation of its relationship with the USA.

4. *Alternative Centres of Economic and Political Power*: Rise of China as an economic power in post-Mao era, creation and expansion of European Union, ASEAN. India's changing relations with China.
5. *South Asia in the Post-Cold War Era*: Democratisation and its reversals in Pakistan and Nepal. Ethnic conflict in Sri Lanka. Impact of economic globalization on the region. Conflicts and efforts for peace in South Asia. India's relations with its neighbours.
6. *International Organisations in a Unipolar World*: Restructuring and the future of the UN. India's position in the restructured UN. Rise of new international actors: new international economic organisations, NGOs. How democratic and accountable are the new institutions of global governance?
7. *Security in Contemporary World*: Traditional concerns of security and politics of disarmament. Non-traditional or human security: global poverty, health and education. Issues of human rights and migration.
8. *Environment and Natural Resources in Global Politics*: Environment movement and evolution of global environmental norms. Conflicts over traditional and common property resources. Rights of indigenous people. India's stand in global environmental debates.
9. *Globalisation and Its Critics*: Economic, cultural and political manifestations. Debates on the nature of consequences of globalisation. Anti-globalisation movements. India as an arena of globalization and struggles against it.

ECONOMICS

ECONOMICS (CLASSES XI-XII)

Rationale

Economics is one of the social sciences which has a lot of influence on every human being yet was received little attention in the school curriculum in India. As economic life and the economy go through changes, the need to ground education in children's own experience becomes essential. While doing so, it is imperative to provide them with opportunities to acquire analytical skills to observe and understand the economic realities. Bringing in economics as an abstract knowledge in the early stages of school education would promote rote learning of the subject.

At the higher secondary stage, learners are in a position to understand abstract ideas, exercise the power of thinking and to develop their own perception. It is at this stage that learners are exposed to the rigour of the discipline of economics in a systematic way.

Economics courses are being introduced in such a way that, in the initial stage, the learners are introduced to the economic realities that the nation is facing today along with some basic statistical tools to understand these broader economic realities. In the later stage, the learners are to be introduced to economics as a theory of abstraction.

The economics courses also contain many projects and activities. These will provide opportunities for the learners to explore various economic issues both from their day-to-day





life and also issues which are broader and invisible in nature. The academic skills that they acquire in these courses would help to develop the projects and activities. The syllabus is also expected to provide opportunities to use information and communication technologies to facilitate their learning process.

Objectives

1. Understanding of some basic economic concepts and developing economic reasoning which the learners can apply in their day-to-day life as citizens, workers and consumers.
2. Realisation of learners' role in nation building and sensitise them to the economic issues that the nation is facing today.
3. To equip learners with basic tools of economics and statistics to analyse economic issues. This is pertinent for even those who may not pursue this course beyond the higher secondary stage.
4. To develop an understanding that there can be more than one view on any economic issue and to develop the skills to argue logically with reasoning.

The economics subject would be taught in four semesters at the higher secondary stage. The details of course for each semester are as follows:

Class XI

1. Statistics for Economics
2. Indian Economic Development

Class XII

1. Introductory Microeconomics
2. Introductory Macroeconomics

CLASS XI

Course I: Statistics for Economics

In this course, the learners are expected to acquire skills in collection, organisation of quantitative and qualitative information pertaining to various, but simple, economic aspects systematically. It also intends to provide some basic statistical tools to analyse and interpret any economic information and draw appropriate inferences. In this process, the learners are also expected to understand the behaviour of various economic data.

Unit I: Introduction

- What is Economics?
- Meaning, scope and importance of statistics in Economics.

Unit II: Collection and Organisation of Data

- *Collection of data:* Sources of data – primary and secondary; how basic data is collected; methods of collecting data.





- *Some important sources of secondary data:* Census of India and National Sample Survey Organisation.
- Organisation of Data:* Meaning and types of variables; frequency distribution.

Presentation of Data: Tabular presentation of data and diagrammatic presentation of data:

- Geometric forms (bar diagrams and pie diagrams),
- Frequency diagrams (histogram, polygon and ogive) and
- Arithmetic line-graphs (time series graph).

Unit III: Statistical Tools and Interpretation

- Measures of Central Tendency – mean (simple and weighted), median and mode.
- Measures of Dispersion – absolute dispersion (range, quartile deviation, mean deviation and standard deviation); relative dispersion (co-efficient of quartile deviation, co-efficient of mean deviation and co-efficient of variation); Lorenz Curve: Meaning and its application.
- Correlation – meaning, scatter diagram; Measures of correlation – Karl Pearson's method (two variables ungrouped data) and Spearman's rank correlation.
- Introduction to Index Numbers – meaning, types – wholesale price index, consumer price index and index of industrial production, uses of index numbers; Inflation and index numbers.

(For all the numerical problems and solutions, the appropriate economic interpretation may be attempted. This means that students need to solve the problems and provide interpretations for the results derived.)

Unit IV: Developing Projects in Economics

The students may be encouraged to develop projects which have primary data, secondary data or both. Case studies of a few organisations/outlets may also be encouraged. Some of the examples of the projects are as follows (they are not mandatory but suggestive):

- A report on the demographic structure of your neighbourhood;
- Consumer awareness amongst households;
- Changing prices of a few vegetables in your market;
- Study of a cooperative institution: milk cooperatives.

The idea behind introducing this unit is to enable the students to acquire ways and means by which a project can be developed by using the skills learned in the course. This includes all the steps involved in designing a project: choosing a title, exploring the information relating to the title, collecting primary and secondary data, analysing the data, presenting the project and using various statistical tools and their interpretation and conclusion.

Instructions to the textbook writers (i) examples will have to be provided from simple economic data. The learners should not have any problem in understanding the economic data provided in those examples. Besides arriving at results using formulae of various statistical tools, the learners are also expected to interpret the results. So care must be taken to provide very simple



economic information, which the learners can understand without knowing the conceptual meaning in depth (ii) many multiple choice questions can be used in the textbook.

Course II: Indian Economic Development

One of the objectives of this course is to provide the learners with a background discussion on some of the key issues relating to the Indian economy. In this process, they are, as citizens, expected to be sensitised about those issues, appreciate and critically assess the role of the government in various economic spheres. This course also gives opportunities for knowing the economic resources available and how these resources are being utilised in different sectors. By exposing them to quantitative data on various economic aspects and policies, the learners would also be able to use their analytical skills, interpret the economic events and visualise the economic future of India. Nevertheless, this would not tantamount to burdening the child with concepts and data. By comparing India's economic performance with our neighbouring nations, this course also provides opportunities for knowing where we stand today – as a nation. With regard to various economic issues and trends, this course also provides the scope for alternative views and creates opportunities for the learners to debate. When they complete the course, the learners should be able to understand the economic realities that appear in various media.

Unit I: Development Policies and Experience (1947-90)

- A brief introduction of the state of the Indian economy on the eve of independence
- Common goals of five year plans
- Main features, problems and policies of agriculture (institutional aspects and new agricultural strategy, etc.), industry (industrial licensing, etc.) and foreign trade

Unit II: Economic Reforms since 1991

- Need and main features — liberalisation, globalisation and privatisation
- An appraisal of LPG policies

Unit III: Current Challenges Facing Indian Economy

Poverty: Absolute and relative; main programmes for poverty alleviation: a critical assessment

Rural development: Key issues – credit and marketing – role of cooperatives; agricultural diversification; alternative farming – organic farming

Human capital formation: How people become a resource; role of human capital in economic development; growth of education sector in India

Employment: Growth, informalisation and other issues: problems and policies.

Infrastructure: Meaning and types; case studies: energy and health — problems and policies — a critical assessment.

Environment: Sustainable economic development; limited availability of resources; environmental degradation.



Unit IV: Development Experience of India: A Comparison with Neighbours

- India and Pakistan
- India and China

Issues: Growth, population, sectoral development and other developmental indicators

Note to textbook writers: Since this course is expected to create opportunities for learners to know about various aspects of the Indian economy, there is a need to provide information in an interesting manner. To the extent possible, data in long tabular form should be avoided. Instead, different forms of diagrams and charts, pictures and maps could be used. Since the learners study this course for the first time, those economic concepts which are used in this course, could be explained in a simple manner. Sensitising the learner towards various issues such as poverty, environmental degradation and gender concerns also forms a part of this course; many real examples in simple ways could be used.

CLASS XII

Course I: Introductory Microeconomics

This course introduces the learner to economics as a science of abstraction and reasoning. It introduces some basic concepts and tools to understand economic issues of an individual or a firm and how decisions are taken in variety of markets. It also intends to provide exposure to the learners on how choices are made and how a variety of statistical tools are used to optimally allocate the resources.

Unit I: Introduction

- What is microeconomics?
- Central problems of an economy, production possibility curve and opportunity cost.

Unit II: Consumer Behaviour and Demand

- *Consumer's Equilibrium:* meaning and attainment of equilibrium through Utility Approach: One and two commodity cases.
- *Demand:* market demand, determinants of demand, demand schedule, demand curve, movement along and shifts in demand curve, price elasticity of demand, measurement of price elasticity of demand – percentage, total expenditure and geometric methods

Unit III: Producer Behaviour and Supply

- *Production function:* returns to factor and returns to scale
- *Supply:* market supply, determinants of supply, supply schedule, supply curve movement along and shifts in supply curve, price elasticity of supply, measurement of price elasticity of supply – percentage and geometric methods
- *Cost and Revenue:* Concepts of costs; short-run cost curves (fixed and variable costs; total, average and marginal costs); concepts of revenue – total, average and marginal revenue and their relationship. Producer's equilibrium – with the help of MC and MR.



Unit IV: Forms of Market and Price Determination

- Forms of market – perfect competition, monopoly, monopolistic competition – their meaning and features.
- Price determination under perfect competition – equilibrium price, effects of shifts in demand and supply.

Unit V: Simple Applications of Tools of Demand and Supply Curves

The teachers can be given the flexibility to choose the issues: rationing, floors and ceilings and Food Availability Decline (FAD) Theory (the teachers may also choose alternative examples that are simple and easy to understand)

Note to textbook writers: More examples from day-to-day context could be given. More numerical examples (solved) will have to be given. Use of pictures, charts and simple tables is essential.

Course II: Introductory Macroeconomics

The overall working of an economy and some of its economic theorisation are introduced in this course. The learners will get some basic idea of how the government regulates the functioning of economic aspects of a country through accounting of the production activities, running financial institutions, budgeting and the accounting of its economic interaction with other countries. The impact it will have on citizens is also briefly introduced.

Unit I: National Income and Related Aggregates — Basic Concepts and Measurement

- *Macroeconomics*: meaning.
- Circular flow of income, concepts of GDP, GNP, NDP, NNP (at market price and factor cost), National Disposable Income (gross and net); Private Income, Personal Income and Personal Disposable Income
- Measurement of National Income –Value Added method, Income method and Expenditure method

Unit II: Determination of Income and Employment

- Aggregate demand, aggregate supply and their components
- Propensity to consume and propensity to save (average and marginal)
- Meaning of involuntary unemployment and full employment
- Determination of income and employment: two sector model
- Concept of investment multiplier and its working
- Problems of excess and deficient demand
- Measures to correct excess and deficient demand – availability of credit, change in government spending

Unit III: Money and Banking

- *Money*: meaning, evolution and functions
- *Central bank*: meaning and functions

- *Commercial banks*: meaning and functions
- *Recent significant reforms and issues in Indian Banking System*: privatisation and modernisation

Unit IV: Government Budget and the Economy

- Government budget – meaning and its components
- Objectives of government budget
- Classification of receipts – revenue and capital; classification of expenditure – revenue and capital, plan and non-plan, and developmental and non-developmental
- Balanced budget, surplus budget and deficit budget: meaning and implications
- Revenue deficit, fiscal deficit and primary deficit: meaning and implications; measures to contain different deficits
- Downsizing the role of government: meaning and implications

Unit V: Balance of Payments

- Foreign exchange rate – meaning (fixed and flexible), merits and demerits; determination through demand and supply
- Balance of payments accounts – meaning and components
- A brief analysis about recent exchange rate issues

Note to textbook writers: Since this course will take the learner to a higher level of abstraction, there is a need to provide more examples from day-to-day context. More numerical examples (solved) will have to be given. Use of pictures, charts and simple tables is essential.

Sociology

SOCIOLOGY (CLASSES XI-XII)

Rationale

Sociology is introduced as an elective subject at the higher secondary stage. The syllabus is designed to help learners to reflect on what they hear and see in the course of everyday life and develop a constructive attitude towards society in change; to equip a learner with concepts and theoretical skills for the purpose. The curriculum of Sociology at this stage should enable the learner to understand dynamics of human behaviour in all its complexities and manifestations. The learners of today need answers and explanations to satisfy the questions that arise in their minds while trying to understand social world. Therefore, there is a need to develop an analytical approach towards the social structure so that they can meaningfully participate in the process of social change. There is scope in the syllabus not only for interactive learning, based on exercises and project work but also for teachers and students to jointly innovate new ways of learning.

- Sociology studies society. The child's familiarity with the society in which she /he lives makes the study of sociology a double edged experience. At one level sociology studies institutions such as family and kinship, class, caste and tribe, religion and region — contexts with which





children are familiar, even if differentially. For India is a society which is varied both horizontally and vertically. The effort in the books will be to grapple overtly with this both as a source of strength and as a site for interrogation.

- Significantly the intellectual legacy of sociology equips the discipline with a plural perspective that overtly engages with the need for defamiliarisation, to unlearn and question the given. This interrogative and critical character of sociology also makes it possible to understand both other cultures as well as relearn about one's own culture.
- This plural perspective makes for an inbuilt richness and openness that not too many other disciplines in practice share. From its very inception sociology has had mutually enriching and contesting traditions of an interpretative method that openly takes into account 'subjectivity' and causal explanations that pays due importance to establishing causal correspondences with considerable sophistication. Not surprisingly its field work tradition also entails large scale survey methods as well as a rich ethnographic tradition. Indeed Indian sociology in particular has bridged this distinction between what has often been seen as distinct approaches of sociology and social anthropology. The syllabus provides ample opportunity to make the child familiar with the excitement of field work as well as its theoretical significance for the very discipline of sociology.
- The plural legacy of sociology also enables a bird's eye view and a worm's eye view of the society the child lives in. This is particularly true today when the local is inextricably defined and shaped by macro global processes.
- The syllabus proceeds with the assumption that gender as an organizing principle of society cannot be treated as an add on topic but is fundamental to the manner that all chapters shall be dealt with.
- The chapters shall seek for a child centric approach that makes it possible to connect the lived reality of children with social structures and social processes that sociology studies.
- A conscious effort will be made to build into the chapters a scope for exploration of society that makes learning a process of discovery. A way towards this is to deal with sociological concepts not as givens but a product of societal actions, humanly constructed and therefore open to questioning.



Objectives

1. To enable learners to relate classroom teaching to their outside environment.
2. To introduce them to the basic concepts of sociology that would enable them to observe and interpret social life.
3. To be aware of the complexity of social processes.
4. To appreciate diversity in society in India and the world at large.
5. To build the capacity of students to understand and analyse the changes in contemporary Indian society.

CLASS XI

Introducing Sociology

(Total Periods 110)

Unit I: *Society and Sociology*

(Periods 22)

- Introducing Society: Individuals and collectivities, Plural Perspectives.
- Introducing Sociology: Emergence, Nature and Scope, Relationship with other disciplines.

Unit II: *Basic Concepts*

(Periods 22)

- Social Groups
- Status and Role
- Social Stratification
- Social Control

Unit III: *Social Institutions*

(Periods 24)

- Family and Kinship
- Political and Economic Institutions
- Religion as a Social Institution
- Education as a Social Institution

Unit IV: *Culture and Society*

(Periods 20)

- Culture, Values and Norms: Shared, Plural, Contested
- Socialisation: Conformity, Conflict and the Shaping of Personality

Unit V: *Doing Sociology: Methods and Techniques*

(Periods 22)

- Tools and Techniques: Observation, Survey, Interview
- The Significance of Field Work in Sociology

CLASS XI

Understanding Society

(Total Periods 110)

Unit I: *Structure, Process and Stratification*

(Periods 22)

- Social Structure

- Social Processes: Cooperation, Competition, Conflict
- Social Stratification: Class, Caste, Race and Gender

Unit II: *Social Change*

(Periods 22)

- Social Change: Types and Dimensions; Causes and Consequences
- Social Order: Domination, Authority and Law; Contestation, Crime and Violence
- Village, Town and City: Changes in Rural and Urban Society

Unit III: *Environment and Society*

(Periods 18)

- Ecology and Society
- Environmental Crises and Social Responses

Unit IV: *Western Social Thinkers*

(Periods 24)

- Karl Marx on Class Conflict
- Emile Durkheim on Division of Labour
- Max Weber on Bureaucracy

Unit V: *Indian Sociologists*

(Periods 24)

- G.S. Ghurye on Race and Caste
- D.P. Mukerji on Tradition and Change
- A.R. Desai on the State
- M.N. Srinivas on the Village

CLASS XII

PART I

Indian Society

(Total Periods 110)

Unit I: *Structure of Indian Society*

(Periods 24)

- Introducing Indian Society: Colonialism, Nationalism, Class and Community
- Demographic Structure
- Rural-Urban Linkages and Divisions

Unit II: *Social Institutions: Continuity and Change*

(Periods 20)

- Family and Kinship
- The Caste System
- Tribal Society
- The Market as a Social Institution

Unit III: *Social Inequality and Exclusion*

(Periods 26)

- Caste Prejudice, Scheduled Castes and Other Backward Classes
- Marginalisation of Tribal Communities

- The Struggle for Women's Equality
- The Protection of Religious Minorities
- Caring for the Differently Abled

Unit IV: *The Challenges of Unity in Diversity*

(Periods 22)

- Problems of Communalism, Regionalism, Casteism and Patriarchy
- Role of the State in a Plural and Unequal Society
- What We Share

Unit V: *Project Work*

(Periods 18)

CLASS XII

PART II

Change and Development in India

(Total Periods 110)

Unit I: *Process of Social Change in India*

(Periods 22)

- Process of Structural Change: Colonialism, Industrialisation, Urbanisation
- Process of Cultural Change: Modernization, Westernisation, Sanskritisation, Secularisation
- Social Reform Movements and Laws

Unit II: *Social Change and the Polity*

(Periods 22)

- The Constitution as an instrument of Social Change
- Parties, Pressure Groups and Democratic Politics
- Panchayati Raj and the Challenges of Social Transformation

Unit III: *Social Change and the Economy*

(Periods 22)

- Land Reforms, the Green Revolution and Agrarian Society
- From Planned Industrialisation to Liberalisation
- Changes in the Class Structure

Unit IV: *New Arenas of Social Change*

(Periods 20)

- Media and Social Change
- Globalisation and Social Change

Unit V: *Social Movements*

(Periods 24)

- Class-Based Movements : Workers, Peasants
- Caste-Based Movements: Dalit Movement, Backward Castes, Trends in Upper Caste Responses
- Women's Movements in Independent India
- Tribal Movements
- Environmental Movements

