

Introduction

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

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

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

themes and details that are brought before the child for attention and discussion are also meant to clarify doubts and disputes that take shape in contemporary society — through an involvement of the classroom in discussions and debates via the medium of the syllabus.

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

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

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

The Social Sciences' Syllabus for Secondary Stage

Introduction

Social Sciences is an integral component of general education up to the secondary stage of school education. Its study is crucial as it helps young learners to understand the society and the world in which they live, and view the socio-economic developments and changes in the

context of time and space and also in relation to each other. Social Sciences has been part of the school curriculum at the elementary stage (Classes I-VIII) comprising primary stage (Classes I-V) and upper primary stage (Classes VI-VIII).

The revised syllabus for the Social Sciences in Classes I-X attempts to advance an on-going process to assist children and young people to understand that a healthy engagement with the world must come from knowledge of how society takes shape and functions. From this, it is expected, a vision will evolve that the Social Sciences provide skills of comprehension that are fundamental to any activity — and a path to self-understanding and fulfilment that can be diverting, exciting and challenging. The syllabus has acquired unusual dimensions given the range of material that the visual and print media have drawn into rural and urban life and the nature of the problems of everyday life. Social Sciences can provide an insight into the world's diversity and help resolve many conflicting issues. To have a firm, yet flexible perspective on India's past and the world from which, and in which, the country develops, sensitivity to crucial social problems is essential. The syllabus attempts to encourage such sensitivity and provide it with the ground on which it may deepen — stressing that attention should be paid to the means through which sensitivity and curiosity are aroused as much as the specific information that stimulates it. The syllabus encourages an understanding of the human condition in terms that show the value of initiatives that take their cue from notions of democracy, equality and social justice defined in the broadest sense — but it seeks to do so through intelligent discussion and proper knowledge of alternatives.

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

In Classes IX-X, political scientists, historians and economists draw on the relationship between India and the world — already evident in the varying geography perspectives of earlier classes

— through comparisons of various themes. Geography provides a sound focus on India's physical forms and resources in a manner that interacts with the work of geographers, historians, economists and the political scientists' discussion of democratic practice the world over.

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

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

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

Geography

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.

Class XI

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.