

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.

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

XI

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:

- (i) Geometric forms (bar diagrams and pie diagrams),
- (ii) Frequency diagrams (histogram, polygon and ogive) and
- (iii) 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):

- (i) A report on the demographic structure of your neighbourhood;
- (ii) Consumer awareness amongst households;
- (iii) Changing prices of a few vegetables in your market;
- (iv) 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.