

# **Social Science**

**Code No. 213**

## **Introduction**

Social Science seeks to enable the learners to gain knowledge and understanding of the historical, socio-cultural, economical, political and physical aspects of society. It helps them to acquire the knowledge and connect to the real life situations. It motivates the learners to effectively participate in and contribute to the process of nation building and development. Social Science attempts to take an integrated approach drawing upon the knowledge inputs of Anthropology, Sociology, History, Geography, Economics and Political Science.

## **Rationale**

The study of human society is a complex one. It involves study of the network of social relations. Understanding society requires inputs from a number of subjects. Hence, the curriculum of social science attempts to take an integrated approach drawing upon the knowledge inputs of anthropology, sociology, history, geography, economics and political science. Social Science seeks to enable the students to gain knowledge and understanding of the historical, socio-cultural, economical, political and physical aspects of society. It helps them, also, to relate the knowledge acquired to real life situations. This experiential learning helps them acquire important values and prepares them to grow as responsible citizens. It motivates the learners to effectively participate in and contribute to the process of nation building and development.

## **Objectives**

After completing this course, the learner will be able to:

- recall struggles and experiences of our previous generations;
- explain the need to judiciously use the country's resources and conserve them;
- establish that India as a functioning democracy is inspired by the values enshrined in our constitution; and
- interpret various socio-political problems in contemporary India.

## **Scope and job opportunity**

Social science is an influential academic discipline that provides learners with the opportunity to develop skills and value. These include: oral and written communication, interpersonal, teamwork, technical, analytical, critical thinking, organizational, and problem solving skills. The learners would be able to appreciate the political, social and economic challenges faced by India from within and outside the country and able to identify, understand and fulfill your own role for making a positive contribution towards nation building.

## Eligibility conditions

**Age:** 14 years

**Qualification:** Ability to read and write

**Medium of instruction:** Hindi, English, Urdu, Marathi, Telugu, Gujarati, Malayalam, Tamil and Odia medium

**Duration of the course:** 1 Year

## Weightage

**Theory:** 100 Marks

**Tutor Mark Assignment (TMA):** 20% Marks of theory

**Scheme of studies:** 240 hours for theory and TMA (self paced)

**Scheme of evaluation:** Theory paper 100 marks (3 hours), internal assessment (TMA) 20% of theory marks (self paced)

**Pass criteria:** 33% in theory

## Course content

S. No.	Module/Topics	Duration (in hours)	Module Approach/Description	Weightage (marks)
1.	<b>Module-I</b> <b>India and the World Through the Ages</b> Introduction to Social Science 1. Ancient World 2. Medieval World 3. Modern World – I 4. Modern World – II 5. Impact of British Rule on India: Economic Social and Cultural (1757-1857)	76	The module aims at familiarizing learners with the making of India and the world through the ages. The following events and processes represent new political and economic forces although they may be markedly different from each other. While the French Revolution promoted liberalism and democracy, the Russian Revolution resulted from, and helped to create socialist ideas. Nazism in Germany is a case study of the negation of both democracy and socialism. It also	32

	6. Religious and Social Awakening in Colonial India 7. Popular Resistance to the British Rule 8. Indian National Movement		aims at acquainting learners with the impact of colonialism on India with social reform and resistance to British rule and with the making of the Indian national movement. It shows how a notion of popular sovereignty and equal citizenship were developed by the freedom struggle. It also seeks to familiarize learners with many different visions of the future of India as envisaged by leaders and participants of the national struggle. The treatment of themes of lessons will pay special attention to the development of life skills such as thinking skill, communication skill and negotiation skill as may be appropriate by way of giving examples, activities, surveys, case studies etc.	
2.	<b>Module-II</b> <b>India: Natural Environment, Resources and Development</b> 9. Physiography of India. 10. Climate 11. Bio-Diversity 12. Agriculture in India 13. Transport and Communication 14. Population Our Greatest Resource	64	The module is designed to acquaint the learner with the inter-relationship between natural environment, resources and development. This module enables the learners to understand the basic elements of environment and its dynamism. It will also highlight the maintaining of ecological balance on the earth so that the total life of which human is a part continues to exist and flourish on the earth.  This module is also designed to acquaint the learner with the concept of natural resource base in its totality and scientific development on a sustainable basis. This module will mainly discuss various natural and manmade resources their distribution, utilisation, and need for	27

			<p>conservation and management. The module is to be developed with reference to India and help learners to understand the physical and cultural diversities of the country and their underlying unity. The physical diversities include landforms, climate, soil, vegetation and wildlife. Cultural aspects include the meaning of culture especially in the context of India, cultural diversity and its relationship with the physical environment. It emphasises the richness of the country's heritage both natural and cultural and the need to preserve it for future generations. The treatment of themes of lessons will pay special attention to the development of life skills such as thinking skill, communication skill and negotiation skill as may be appropriate by way of giving examples, activities, surveys, case studies etc.</p>	
3.	<p><b>Module-III</b>  <b>Democracy at Work</b>  15. Constitutional Values and Political System in India  16. Fundamental Rights and Fundamental Duties.  17. India: A Welfare State  18. Local Government and Field Administration  19. Governance at the State Level  20. Governance at the Union Level</p>	68	<p>This module has been designed to emphasis the importance of being a good citizen, the rights and duties highlighting the mutually reinforcing relationship between the state and the citizen. The module seeks to highlight the welfare state in design and implementation. It also seeks to acquaint the learners with the different levels of governments local and above. At the local level three institutions are included - Panchayati Raj, Municipal Administration and District Administration. This will be followed by the two successive levels of governments - State and Union governments. The treatment</p>	28

	<p>21. Political Parties and Pressure Groups</p> <p>22. People's Participation in the Democratic Process</p>		<p>of themes of lessons will pay special attention to the development of life skills such as thinking skill, communication skill and negotiation skill as may be appropriate by way of giving examples, activities, surveys, case studies etc.</p>	
4.	<p><b>Module-IV</b></p> <p><b>Contemporary India: Issues and Goals</b></p> <p>23. Challenges to Indian Democracy</p> <p>24. National Integration and Secularism</p> <p>25. Socio-Economic Development and Empowerment of Disadvantaged Groups</p> <p>26. Environmental Degradation and Disaster Management</p> <p>27. Peace and security</p>	32	<p>This module seeks to identify the political, social and economic challenges being faced from within and outside the country. The learner should be made aware of the nation's problems and be able to appreciate the need to address them. The treatment of themes of lessons will pay special attention to the development of life skills such as thinking skill, communication skill and negotiation skill, problem solving etc. as may be appropriate by way of giving examples, activities, surveys, case studies etc.</p>	13