



Themes	Objectives
<p data-bbox="244 349 657 383" style="text-align: center;">The Making of the Constitution</p> <p data-bbox="142 405 309 434"><i>Broad Overview:</i></p> <p data-bbox="142 450 632 479">(a) Independence and the new nation state.</p> <p data-bbox="142 495 555 524">(b) The making of the Constitution.</p> <p data-bbox="142 539 639 568"><i>Focus:</i> The Constitutional Assembly debates.</p> <p data-bbox="142 584 456 613"><i>Excerpts:</i> From the debates.</p> <p data-bbox="142 629 756 696"><i>Discussion:</i> What such debates reveal and how they can be analyzed.</p>	<ul data-bbox="783 405 1388 658" 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

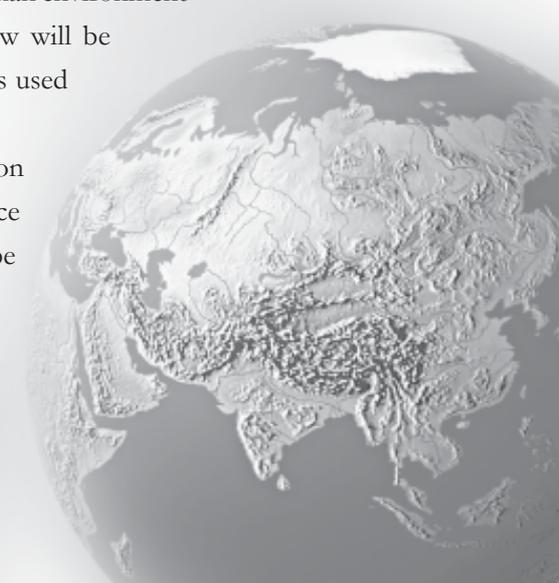
GEOGRAPHY (CLASSES XI-XII)

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, rain gauge.
- 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