

**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING -CHENNAI – 06**

**TNCF – 2017 – DRAFT SYLLABUS – SOCIAL SCIENCE**

**STANDARD 1 -10**

**Class - 3**

<b>Themes</b>	<b>Learning Objectives</b>
<p>1. Homes and Families – Acknowledging diversity, in terms of homes, families, rural, urban; who does what in the family; special people, in the kin network, and elsewhere (friends, for example, occasional visitors)</p> <p>2. The neighbourhood: street, place; markets; school; temple, mosque, church and other places of worship; cinema theatre and similar spaces; (a mixture of spaces, which children are likely to recognize); learning of who does what in these places, and who goes where; as also who is allowed to go where, and who is not</p> <p>3. The idea that wherever we are,</p>	<p>1. Learning to observe the world around, starting from home and family.</p> <p>2. Engaging with the immediate neighbourhood: places, people</p> <p>3. Understanding the natural world</p> <p>4. Putting things together: the home, neighbourhood, the natural world.</p> <p>5. Getting children to idea of different types of spaces and how they experience, shape, and relate to them.</p> <p>Note: we don't think this is an age to introduce government, or history (freedom fighters) or the notion of rights etc.</p> <p>If any of these ought to come in, perhaps they should be in the form of visits to a) the panchayat/corporation office where children hear of what a panchayat does b) the local PHC/dispensary and c) any public memorial, say a statue, or a building, and they listen to a story about that person or that building.</p>

<p>whether home, school or street, there is the world of nature: engaging with water sources, fields, forests; or alternate water sources, gardens, parks; listing and identifying flora, fauna, animals, birds.</p> <p>4. Understanding that home is not only where one lives, but also the larger world of the settlement, village, town, city and the world of nature.</p>	<p>At this stage, what we aim to do is to get children to name what they know, recognize differences/diversity; make connections between home and the immediate world, and understand how we are connected to the natural world.</p> <p>The idea that our wellbeing is connected to the wellbeing of others.</p> <p>Ensure that elements of land, air, water are explored and understood along with living things (elaborate nature for the teacher) in a scaled manner in grade 5, it is important class 3 to strengthen and deepen relationship to the natural world. But Children do not need abstract concepts now.</p>
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### Class - 4

Themes	Learning Objectives
<ol style="list-style-type: none"> <li>1. Introducing the idea of landscape, using the Sangam classification and explain how the landscape is an integrated world; and also that landscapes change over time – due to natural changes, or because of what we do</li> <li>2. Landscape and climate- how soil, water, and climate influence what grows, and what is found in any landscape</li> <li>3. Introducing the idea of work as something that comes out of what is available around us; and sometimes we travel for work. Also introducing the idea of all work as important and of all labour as valuable and dignified.</li> <li>4. A landscape is not only where we live and work, but where we also create – music, art, craft, and learning of local art and craft traditions</li> <li>5. Introducing the idea of a Tamil world (tamilakam), comprising all these landscapes – through a map.</li> <li>6. Pointing to the existence of other regions in India such as Tamil Nadu.</li> </ol>	<ol style="list-style-type: none"> <li>1. Building up on what is learned in class 3, and upscaling one's understanding of home and neighbourhood; introduction of the idea of landscape – (AinthinnaiNilangal (modified) - whether hill, coast, river valleys, plateau/grassland, desert, forest etc.</li> <li>2. Relating landscape to resources: what is found in nature differs from place to place (building on theme 3 lessons in class 3)</li> <li>3. Relating landscape to work, and work to workers (building on theme 2 lessons in class 3)</li> <li>4. Understanding a particular landscape in terms of what it is famous for – festivals and monuments; art and craft,</li> <li>5. The idea of Tamil Nadu – as comprising these different landscapes</li> <li>6. Introducing the idea of similar regions.</li> </ol> <p>We are not keen on bringing in governmental processes and rights and duties etc. here.</p> <p>If we must have it, we would include these in terms of</p>

	<p>activities – for example, visit an agricultural extension office, to learn about soil; or the local forest department to learn about conservation; or how government supports workers.</p> <p>At this stage we aim to help children understand how diversity has to do with landscape, climate, work; and what does it mean to live in a diverse world; and how we also come together, because of language, and also because we share things, travel, intermingle...</p>
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## Class - 5

Themes	Learning Objectives
<ol style="list-style-type: none"> <li>1. Introducing a larger world to the child; focusing on the unfamiliar: Himalaya (gujars), the Deccan, Islands and the desert regions, with their very distinct landscapes. Mark similar landscapes like for eg. the coast (west coast), deltas and differences such as desert, Rann of Kutch.</li> <li>2. The world as comprising likewise a diverse set of landscapes; and how we are of a planet that alone supports human life</li> <li>3. Examining natural processes – close focus on the ocean as a context, with winds, tides, currents, rain</li> <li>4. India and the monsoons and why they are important</li> <li>5. The importance of agriculture, its diversity</li> <li>6. Within India, Tamil Nadu: how it is connected to the rest of India, and also beyond India.</li> </ol>	<ol style="list-style-type: none"> <li>1. Thinking of landscapes across India (building on theme 6 from class 4);</li> <li>2. From India to the world: the planet earth, as part of the solar system</li> <li>3. Common processes across the world: rain, snow, sunshine</li> <li>4. Close focus: climate and landscape in India</li> <li>5. Major occupations in India –</li> <li>6. Tamil Nadu in India</li> </ol> <p>Here we upscale the child's understanding of landscapes, introduce her to natural processes, and close-focus on what is particular to India, and place Tamil Nadu within the context of India</p> <p>Again, we would like to leave out government as a chapter, and if you must have it, we would bring it in: in terms of the meteorological department and how it helps to predict rain, helps fishers; what agricultural extension offices do. If necessary, we can introduce the idea of how different people</p>

	in India are expected to live together and respect each other – and that we have made these rules and put them into something called the Constitution.
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## NEW DRAFT SYLLABUS FOR CLASS VI- SOCIAL SCIENCE

### HISTORY

LESSON	HEADING	CONTENT
I	When, Where And How?	-What is History?, Why do we study history?, -Herodotus, -Period and periodisation
II	Sources Of History	-Archological, - Secular and Non Secular Literary,Inscriptions, -Foreign Accounts
III	Early Human Life	- Geographical Features of India - Basics, Evolution of human race (picture), -Hunters and Gatherers -Herders and Farmers - Invention of fire and Wheel, Pottery - Anthropology

LESSON	HEADING	CONTENT
IV	Indus Valley Civilization	<ul style="list-style-type: none"> <li>- Introduction</li> <li>- Harappan- buried sites,</li> <li>- Town planning</li> <li>- Great bath &amp; Granary</li> <li>- Harappan culture,</li> <li>- Decline</li> </ul>
V	Vedic Age	<ul style="list-style-type: none"> <li>- Early Vedic age (Rig Vedic age)</li> <li>- Later Vedic Age(Epic age),</li> <li>- Political, Social Economic, Cultural</li> </ul>
VI	Ancient Thamilaagam	<ul style="list-style-type: none"> <li>- Script, Lemuria continent</li> <li>- Sources of Ancient Tamilagam,</li> <li>- Land forms of Tamils,</li> <li>- Sangam age</li> <li>- Sangam literature,</li> <li>- Life of Sangam people</li> <li>- Maritime trade and Ports,</li> <li>-Kalabras</li> </ul>
VII	Great Thinkers And New Believes	<ul style="list-style-type: none"> <li>- Rise of Jainism and Buddhism, Birth,</li> <li>- Teachings and spread of Jainism &amp;Buddism</li> </ul>

LESSON	HEADING	CONTENT
VIII	Rise Of Kingdoms	<ul style="list-style-type: none"> <li>- Janpadas,</li> <li>- Mahajanpadas</li> <li>-Alexander Invasion,</li> <li>- Magatha( The first empire),</li> <li>- Mauryas, Asoka</li> </ul>
IX	Life In Villages And Towns	<ul style="list-style-type: none"> <li>- Administrative towns</li> <li>- Market towns</li> <li>- Port towns</li> <li>- Religious centres - Guilds and trade centres.</li> </ul>
X	India Between Bc 5th And 7th Century	<ul style="list-style-type: none"> <li>- Kanishka</li> <li>- Gandara Art</li> <li>- Guptas Empire</li> <li>-Administration</li> <li>- Social, Economic, Cultural conditions,</li> <li>-Huns invations,</li> <li>- varthanadynasity</li> </ul>
XI	South Indian Empire	<ul style="list-style-type: none"> <li>- Pallavas&amp;Chalukyas</li> <li>- Rastrakudas</li> </ul>

LESSON	HEADING	CONTENT
<b>GEOGRAPHY</b>		
<b>I</b>	Our Earth	Solar System Motions of earth Spheres of earth
<b>II</b>	Land and Ocean	Major landforms Oceans and Seas
<b>III</b>	Economic Activities	Gathering Hunting Fishing Lumbering Mining Agriculture
<b>IV</b>	Resources	Land and Soil Water Air Forest and Wildlife



LESSON	HEADING	CONTENT
<b>V</b>	Exploring Continents	Asia Europe
<b>VI</b>	Map Reading	Globe Latitude, Longitude & Time Wall Maps
<b>CIVICS</b>		
<b>I</b>	<b>Understanding Diversity</b>	What is Diversity  -Diversity in India  -Developing a sense of Unity through diversity  -Diversity in family  -caste and religion  -diversity in India
<b>II</b>	<b>Prejudice, Discrimination and Inequality</b>	Causes which give rise to-Prejudice  -Discrimination  -Inequality  -Economic Inequality  -Results Of Prejudice & Discrimination

LESSON	HEADING	CONTENT
		-Remedial Measures For Abolishing The inequality & discrimination
III	National symbols & their significance	<ul style="list-style-type: none"> <li>- History of National symbol</li> <li>-Respecting the National symbols</li> <li>-celebrating National festivals and events</li> </ul>
IV	Indian Constitution	History of Indian Constitution- Definition-Salient features-fundamental Rights & duties
V	Democracy	Meaning of democracy-Types of democracy-Constitution and aims of democracy
VI	Local government-Rural & Urban Administration	<ul style="list-style-type: none"> <li>-Law of Panchayat Raj</li> <li>-Method of election process</li> <li>-village council meeting</li> <li>-Women Participation in local governments</li> </ul>
<b>ECONOMICS</b>		
I	Economics-An Introduction	Definition of Economics <ul style="list-style-type: none"> <li>- Basic divisions of Economics</li> </ul>

LESSON	HEADING	CONTENT
		- National Income -Per capita income

## **Model Thematic Presentation for Social Science**

### **Standard VI**

#### **Theme -1**

##### **Evaluation of landscape**

Major Landforms – Mountains, Hills, valleys, plateaus, Plains, Deserts – Coasts and Islands – Plant and Animals World.

#### **Theme -2**

##### **Locating places Geographically using Maps: Tamil Nadu - Administrative and political Maps**

- Hills, plateaus and plains of Tamil Nadu
- States and Capitals
- Measuring distances and finding out directions

#### **Theme -3**

##### **Our Place in the World**

- Continents and Oceans
- Some Important Nations near and far
- Poles, Equator, Tropics
- Latitude, Longitude which helps us in locating a place.

## **Theme -4**

### **Evolution of Modern man**

From hominids to homosapiens – Hunting and Foraging by men and Women together -Rocks Arts of Mesolithic Society

## **Theme – 5**

### **Tamil Country and Its people**

Five Tinais : Social and cultural life there

- Case studies of Landscape of four sites- Nilagiri, Kanchipuram, Thenkasi and Rameshwaram - Hills, Uplands, Plains and Coast in Comparative framework- Comparing this place with one's own locality

## **Theme -6**

### **Transition to Agriculture and herding**

- Early agriculture: cultivation using a Hoe – Jhum Cultivation – Plough agriculture
- Plants and animal domestication in India and Tamil Country; survival of early forms of agriculture in our times
- Pastoralism: cattle as wealth- cattle raids, Wars and Violence
- Transhumance and migration ; animal herding communities of our times
- Hero stones of Iron Age in Tamilnadu
- Significance of Iron plough cultivation
- Settled agriculture and its consequences;

## **Theme – 7**

### **Agriculture and Herding in our times**

- Green Revolution agriculture – impact on different sections of the rural population  
Big, middle and small farmers, cultivating tenants and landless agricultural labourers
- Crises of animal herding.

## **Theme – 8**

### **Urbanization and emergence of cities and towns**

- Urban centres in Indus valley and early historical India – Megalithic cultures in the Deccan and the south.

## **Theme – 9**

### **Urbanization in south India**

- Craft Specialization and srenis
- Trade Routes and Sathavahanas & Shreshtis
- Trade with Roman Empire and China - Evidence from Archaeological, sangam literature and Tamil epics.

## **Theme – 10**

### **Trade in Agricultural produce in our times**

- Wholesale and retail markets
- Mandis and regulated markets.

## **Theme – 11**

### **Experience of Migration in our times**

- Migration from village to town for livelihood
- Migration between states
- Migrant workers

## **Theme – 12**

### **From chiefdoms to Empires**

- Emergence of mahajanapada : army, bureaucracy and taxation
- Emergence of Empires – Magadhan and Mauryan
- Governance in ancient India.

## **Theme – 13**

### **Governance in our times**

- The idea of Democracy – through representatives
- Working of Democracy in Panchayats and Municipalities

## **Theme 14**

### **Chiefs and Kings in ancient and midievalThamizhagam**

- Ay and Velir chiefs of sangam poetry
- Transition from lineage society or tribal society to stratified state society - Early Cheras andpandias
- Jaina and Buddhist influences ; The kalapiras
- Pallavas ,Chozhas and pandias ; tempels sculptures and paintings – irrigation and agrarian expansion - Rigidity in caste structure
- Local Governance in Chola Kingdom.

## **Theme 15**

### **Women in ancient MidievalThamizhagam**

- Portrayal of woman in literature and inscriptions - diverse roles - Women as producers, poets, monks and artists.



## HISTORY

UNIT	HEADING	CONTENT
I	Sources of medieval India	<ul style="list-style-type: none"><li>- Literary</li><li>- Numismatics</li><li>- Inscriptions</li><li>-Archaeological evidences</li><li>- Foreign accounts</li></ul>
II	Emergence of new kingdoms – North India	<ul style="list-style-type: none"><li>- Raj puts</li><li>-Gurjaara</li><li>-Prathikaras</li><li>- Chauhan</li><li>- Palas</li><li>- Art &amp; Architecture</li><li>-Mohammed Ghazni and Mohammed Ghorī invasions</li></ul>

III	<b>Emergence of new kingdoms- South India</b>	<ul style="list-style-type: none"> <li>- Later Cholas</li> <li>- Art, Architecture</li> </ul> <p>Pandiyas</p> <p>Sources;</p> <ul style="list-style-type: none"> <li>- Administration</li> <li>- social, economic and cultural condition,</li> <li>- trade</li> </ul>
IV	<b>Delhi Sultanate</b>	<ul style="list-style-type: none"> <li>- Administration</li> <li>- Political</li> <li>- Social</li> <li>- Economic condition</li> <li>- Art and Architecture</li> </ul>

<b>V</b>	<b>Vijayanagar and Bhamini Kingdom</b>	<ul style="list-style-type: none"> <li>- Krishnadevaraya</li> <li>-Administration</li> <li>- Art and Architecture</li> <li>- Mahmud Gawan</li> </ul>
<b>VI</b>	<b>The Mughal Empire</b>	<ul style="list-style-type: none"> <li>- India's condition before Babar invasion</li> <li>- Administration</li> <li>- Political, social economic condition and Architecture</li> <li>- Later Mughal's</li> <li>- The Decline</li> </ul>
<b>VII</b>	<b>Rise of Marathas and Peshwas</b>	<ul style="list-style-type: none"> <li>- Administration of Marathas</li> <li>- battle of Panipet III</li> </ul>
<b>VIII</b>	<b>New religious ideas and movements</b>	<ul style="list-style-type: none"> <li>- Bhakti movement</li> <li>- Nayanmars</li> <li>- Alwars</li> <li>- Kabir Das</li> <li>- Mira Bai</li> <li>- Guru Nanak</li> <li>- Ramanujar</li> </ul>

		<ul style="list-style-type: none"> <li>- Sufism</li> <li>- Impact of the religious movements</li> </ul>
<b>IX</b>	<b>Art and architecture TamilNadu</b>	<ul style="list-style-type: none"> <li>- Rock cut Temple</li> <li>- Pallavas</li> <li>- Cholas</li> <li>- Pandyas</li> <li>-Vijayanagar and Nayak</li> </ul>
<b>X</b>	<b>Jainism ,Bhuddhism and Ajivakam – Tamilnadu</b>	<ul style="list-style-type: none"> <li>- Introduction</li> <li>- Sources</li> <li>- Literature</li> <li>-Jain templekancheepuram, vellore,Thiruvannamalai and Madurai</li> <li>- Contribution towards education</li> </ul>
<b>GEOGRAPHY</b>		
<b>I</b>	<b>Interior of the Earth</b>	Layers of the earth Earthquakes Volcanoes
<b>II</b>	<b>Landforms</b>	River

		Glacier Desert Coast
<b>III</b>	<b>Population and Settlement</b>	Race Religion Language Rural Settlement Urban Settlement
<b>IV</b>	<b>Resources</b>	Classification of resource
<b>V</b>	<b>Tourism</b>	Attractions (Tamil Nadu, India, World)
<b>VI</b>	<b>Exploring Continents</b>	North America South America
<b>VII</b>	<b>Map Reading</b>	Types of maps Atlas

<b>CIVICS</b>		
<b>I</b>	<b>Equality</b>	Need of Equality -Equal right to vote -Equality in democracy -Human dignity -Gender equality -Struggle for Equality
<b>II</b>	<b>State government</b>	-The State of Legislature -The Governor - The chief Minister and the Ministers -Member of Legislative Assembly -State Judiciary -Role of State Government
<b>III</b>	<b>Political parties</b>	-Types of parties -Roles of Political Parties -Roles of opposition party -Coalition government
<b>IV</b>	<b>Media and democracy</b>	Media and public opinion

		<ul style="list-style-type: none"> <li>-Ethics and Responsibilities</li> <li>-Role of Medias in democracy</li> <li>-Local Medias</li> </ul>
<b>V</b>	<b>Women empowerment</b>	<ul style="list-style-type: none"> <li>-Social aspects of gender</li> <li>-women in the community</li> <li>-women's education</li> <li>-Roles of women in the economic development</li> <li>-Movements for women's rights</li> <li>-Weaker sections (SC/ST/Minorities)</li> </ul>
<b>VI</b>	<b>Markets and Consumer Protection</b>	<ul style="list-style-type: none"> <li>-Types of markets and its function</li> <li>-Law of consumer Protection Act</li> <li>-Consumer Court</li> </ul>

<b>ECONOMICS</b>		
<b>I</b>	<b>Production Process</b>	<ul style="list-style-type: none"> <li>-Definition of Production (primary and secondary)</li> <li>-Factors of production</li> <li>-Land</li> <li>-Labour</li> <li>-Capital</li> <li>-Organization</li> <li>-Different sectors</li> </ul>
<b>II</b>	<b>Tax and its importance</b>	<ul style="list-style-type: none"> <li>-Importance of tax</li> <li>-Direct tax</li> <li>-Indirect Tax</li> <li>-Need for tax and People's welfare</li> </ul>



## NEW DRAFT SYLLABUS FOR CLASS VIII - SOCIAL SCIENCE

### HISTORY

UNIT	HEADING	CONTENT
I	Sources of modern India	<ul style="list-style-type: none"><li>- Portuguese</li><li>- Dutch</li><li>- British</li><li>- French</li><li>- Danish</li><li>- governments records</li><li>- Monuments- newspapers and magazines</li></ul>
II	From trade to territory	<ul style="list-style-type: none"><li>- Establishments of political power by the East India company</li><li>- battle of plassey ,buxar,</li><li>- carnatic wars</li><li>- growth of colonial army and civilian administration</li><li>- subsidiary alliance</li></ul>

		<ul style="list-style-type: none"> <li>- doctrines of lapse</li> </ul>
<b>III</b>	<b>Rural life and society</b>	<ul style="list-style-type: none"> <li>- The land revenue policy under the British</li> <li>- permanent settlements of Bengal</li> <li>- RYOTWARI system</li> <li>-MAHALWARI system</li> <li>- JAMINDHARI system</li> <li>- advantages for the British</li> <li>- disadvantages for the farmers</li> <li>-The impacts of the revenue system on the cultivators</li> <li>-peasants revolts</li> </ul>
<b>IV</b>	<b>People's Revolt</b>	<ul style="list-style-type: none"> <li>- Palayagars Revolt</li> <li>- South Indian Revolt</li> <li>- Vellore Revolt</li> <li>- Revolt of 1857</li> </ul>

<b>V</b>	<b>Challenging The caste system</b>	<ul style="list-style-type: none"> <li>- caste system in the early period</li> <li>- practice of untouchably</li> <li>- Adverse effect of caste system</li> <li>- History of Reform movement</li> <li>-Impact of reform movement</li> </ul>
<b>VI</b>	<b>Education in India</b>	<ul style="list-style-type: none"> <li>- Education in early India</li> <li>- Education in medieval India</li> <li>- Modern system of education</li> <li>- Christian missionaries</li> <li>- Education in British Rule</li> <li>- National Education</li> <li>- Educational development in Tamilnadu</li> </ul>
<b>VII</b>	<b>Development of Industries</b>	<ul style="list-style-type: none"> <li>- Traditional crafts of India</li> <li>-Decline of India Industries</li> <li>-Industrializations in the 19<sup>th</sup> Century</li> <li>- Beginning of modern Industries</li> <li>- Results and growth of modern Industries</li> </ul>

		<ul style="list-style-type: none"> <li>- Confederation of Indian Industries</li> <li>- Industrial growth in growth.</li> </ul>
<b>VIII</b>	<b>Urban changes during the British period</b>	<ul style="list-style-type: none"> <li>- The growth of new Urban centre</li> <li>- Creation of municipalities and corporation</li> <li>- Cities as a centre of transport and communication</li> <li>- Madras</li> <li>- Bombay</li> <li>- Calcutta.</li> </ul>
<b>IX</b>	<b>Status of women through the ages</b>	<ul style="list-style-type: none"> <li>- position of women in the society</li> <li>- limited access to education</li> <li>- Child marriage</li> <li>- The plight of widows</li> <li>- Sati</li> <li>- Female infanticide</li> <li>- Devadasi system</li> <li>- Reformers</li> <li>- Social legislations for women.</li> </ul>

<b>GEOGRAPHY</b>		
<b>I</b>	Rock and Soil	Rock Types Soil Composition Soil Profile
<b>II</b>	Weather and Climate	Temperature Pressure Humidity Wind
<b>III</b>	Hydrological Cycle	Evaporation Condensation Precipitation Runoff
<b>IV</b>	Migration and Urbanisation	Types Causes Consequences
<b>V</b>	Industries	Classification
<b>VI</b>	Hazards	Major Types

<b>VII</b>	Exploring Continents	Africa Australia Antarctica
<b>VIII</b>	Map Reading	Relief maps Cadastral Maps Thematic Maps
<b>CIVICS</b>		
<b>I</b>	<b>How the state Government works</b>	States and Union Territories -Union Executive -Union Legislature -Judiciary
<b>II</b>	<b>Citizen &amp; Citizenship</b>	-Definition - Government & Citizens -Indian citizenship - Foreign citizenship

<b>III</b>	<b>Understanding Secularism</b>	Definition-Importance-Constitution & Secularism Secular government
<b>IV</b>	<b>Human Rights &amp; the UNO</b>	-Human Rights -Resolution 1948 -Protection of Human Rights -Child Rights -Human Rights organizations
<b>V</b>	<b>Road Safety Rules &amp; Regulations</b>	-Importance of road safety -Traffic Rules & Signals -Causes for Road Accidents -Road safety week
<b>VI</b>	<b>Defence&amp; Foreign Policy</b>	The Indian Army -Paramilitary defence forces -Foreign Policy of India -India's relation with neighbouring countries

<b>VII</b>	<b>The Judiciary</b>	<ul style="list-style-type: none"> <li>- Functions of judiciary-Independent and impartial functions of Judiciary</li> <li>- Formation of Indian Judiciary</li> <li>- Judiciary &amp; Constitution</li> <li>- Civil &amp; Criminal Courts</li> </ul>
<b>ECONOMICS</b>		
<b>I</b>	<b>Money, saving and Investments</b>	<ul style="list-style-type: none"> <li>-Value of Money</li> <li>-Nature of money</li> <li>-Functions of Money</li> <li>-Importance of Money</li> <li>- Saving in Banks &amp; Investments-Black Money</li> </ul>
<b>II</b>	<b>Public sector &amp; Private Sector</b>	<ul style="list-style-type: none"> <li>History of Public sector</li> <li>- Socio-economic development</li> <li>-Importance of Public sector Industries</li> <li>- List of public sector industries</li> <li>- Private sector-functions</li> </ul>



## NEW DRAFT SYLLABUS FOR CLASSIX- SOCIAL SCIENCE

### HISTORY

IX - STANDARD		
LESSON	HEADING	CONTENT
I	<b>Pre-history and Ancient Civilizations</b>	<ol style="list-style-type: none"><li>1. From Homo Erectus to Homo Sapiens and primitive society</li><li>2. Neolithic Revolution</li><li>3. Hunter-gatherers, Pastoral and Sedentary societies:</li><li>4. Early state formation.</li><li>5. Early Civilizations: Egypt; Mesopotamia; China; Indus Valley Civilization</li></ol>
II	<b>Ancient Tamil Civilization</b>	<ol style="list-style-type: none"><li>1. Tribal chieftains</li><li>2. Rise of Monarchy – Chera, Chola and Pandya</li></ol> <p>Social Structure – Polity, literature and Thinaikotpadu</p> <p>-discuss at length including sources and new evidence: Archaeology; Inscription (Epigraphy) Literature; Foreign Notices, etc.</p>
III	<b>Socio-Political Changes and Intellectual Awakening</b>	<ol style="list-style-type: none"><li>1. Post-Vedic Society</li><li>2. Buddhism and Jainism</li><li>3. Confucianism, Taoism and Zoroastrianism</li><li>4. Pre-Mauryan, Mauryan States and Social Changes<ol style="list-style-type: none"><li>a) Urbanization</li><li>b) Politics</li><li>c) Culture</li><li>d) Economy</li><li>e) Learning Institutions</li></ol></li></ol>

<b>IX - STANDARD</b>		
<b>LESSON</b>	<b>HEADING</b>	<b>CONTENT</b>
<b>IV</b>	<b>The Classical World and the Middle Ages</b>	<ol style="list-style-type: none"> <li>1. The Hellenistic World - Greece &amp; Rome</li> <li>2. The Rise and Spread of Islam</li> <li>3. Ottoman Empire</li> <li>4. Empires in China and Japan</li> <li>5. Feudalism: Relationship between Kings and Nobles; the Church and the State; Nobles and Peasants</li> </ol>
<b>V</b>	<b>State and Society in Medieval India</b>	<ol style="list-style-type: none"> <li>1. Later Cholas and Pandyas,</li> <li>2. Sultanate, Mughals, Vijayanagara and Bahmini and Marathas</li> <li>3. Agricultural Progress, technology, handicrafts, trade, commerce and cities of medieval India</li> <li>4. Economy</li> <li>5. Society: Serfdom, Women and Caste in medieval India</li> <li>6. Religion and Culture (with special reference in Tamil Nadu)</li> </ol>
<b>VI</b>	<b>The Beginning of Modern Age</b>	<ol style="list-style-type: none"> <li>1. Geographical Discoveries</li> <li>2. Causes, Course and Results of Renaissance</li> <li>3. Reformation</li> <li>4. Counter Reformation</li> <li>5. Commercial Revolution</li> </ol>
<b>VII</b>	<b>The Age of Revolutions</b>	<ol style="list-style-type: none"> <li>1. American War of Independence</li> <li>2. Causes, Course and Results of the French Revolution</li> </ol>

<b>IX - STANDARD</b>		
<b>LESSON</b>	<b>HEADING</b>	<b>CONTENT</b>
<b>VIII</b>	<b>Industrial Revolution and its Impact</b>	<ol style="list-style-type: none"> <li>1. The First phase: England</li> <li>2. The Second phase: France, Germany, America</li> <li>3. Technology and Social Changes accompanying the Industrial Revolution</li> <li>4. Impact of Industrial revolution in India</li> </ol>
<b>IX</b>	<b>Colonialism and Revolts in Colonial states</b>	<ol style="list-style-type: none"> <li>1. Colonialization of India</li> <li>2. Colonization of Asia (with special focus on south east Asia and Africa)</li> <li>3. The economic and social impact of colonialism</li> <li>4. Indentured labour and Emigration of Indians</li> <li>5. Decolonization: Indo-China and India</li> </ol>

## NEW DRAFT SYLLABUS FOR CLASS IX - SOCIAL SCIENCE

### GEOGRAPHY

S.NO.	TOPIC	CONTENT
I	<b>Lithosphere</b>	<ol style="list-style-type: none"><li>1. Internal Structure</li><li>2. Internal Processes - Earthquakes and Volcanoes (Plate tectonics)</li><li>3. External Processes - Weathering, Mass Movement, and Gradation (river, groundwater, glacier, wind, waves)</li><li>4. Major and Minor Landforms</li></ol>
II	<b>Atmosphere</b>	<ol style="list-style-type: none"><li>1. Weather and Climate (Importance)</li><li>2. Composition and Structure of Atmosphere</li><li>3. Temperature</li><li>4. Atmospheric Pressure</li><li>5. Winds</li><li>6. Clouds</li><li>7. Precipitation</li><li>8. Cyclone</li></ol>
III	<b>Hydrosphere</b>	<ol style="list-style-type: none"><li>1. Water resources</li><li>2. Relief of the Ocean floor</li><li>3. Ocean Temperature</li><li>4. Salinity</li><li>5. Waves, Tides and Currents</li><li>6. Marine Resources</li></ol>
IV	<b>Biosphere</b>	<ol style="list-style-type: none"><li>1. Ecosystem</li><li>2. Biodiversity</li><li>3. Natural regions (Equatorial, Tropical, Desert, Temperate, Polar)</li></ol>

<b>V</b>	<b>Man and Environment</b>	<ol style="list-style-type: none"> <li>1. Population (growth, distribution, migration)</li> <li>2. Settlements (rural and urban)</li> <li>3. Economic Activities (primary, secondary, tertiary, quaternary and quinary)</li> <li>4. Environmental issues</li> <li>5. Sustainable development</li> </ol>
<b>VI</b>	<b>Mapping Skills</b>	<ol style="list-style-type: none"> <li>1. Map scale</li> <li>2. Signs and symbols</li> <li>3. Topographic and weather maps</li> <li>4. Survey Techniques</li> <li>5. Remote sensing</li> <li>6. Geographical Information System</li> <li>7. Global Navigation Satellite System</li> <li>8. Web maps (Bhuvan, Google Earth)</li> </ol>

## NEW DRAFT SYLLABUS FOR CLASS IX - SOCIAL SCIENCE

### CIVICS

LESSON	HEADING	CONTENT
I	<b>Forms of Government and Democracy</b>	<ol style="list-style-type: none"><li>1. An Introduction to Forms of Government</li><li>2. Evolution of Democracy</li><li>3. Types of Democracy</li><li>4. Democracy in India</li><li>5. Challenges to Democracy</li></ol>
II	<b>Election, Political Parties and Pressure Groups</b>	<ol style="list-style-type: none"><li>1. Electoral system in India</li><li>2. Party System</li><li>3. National Parties, State Parties</li><li>4. Role of opposition parties in Indian democracy and Challenges, Types and function of Pressure groups in India</li><li>5. Mobilization and People's participation</li></ol>
III	<b>Human Rights</b>	<ol style="list-style-type: none"><li>1. Meaning of Human Rights</li><li>2. UDHR</li><li>3. Civil and Political Rights</li><li>4. Social, Economic and Cultural Rights</li></ol>

LESSON	HEADING	CONTENT
		5. National and State Human Rights Commissions 6. Environmental Rights 7. Women Rights 8. SC and ST Rights 9. Tribal Rights 10. Child Rights 11. Minority Rights 12. Rights of Differently-abled Persons 13. Refugee Rights 14. Consumer Rights 15. Contemporary Social Issues
IV	<b>State Relations and National Integration</b>	1. Division of Powers: Union, State and Concurrent List 2. Some Case Studies 3. Diversity, Pluralism and National Integration 4. Problems and Challenges to National Integration 5. Language, Religion and Ethnicity
V	<b>Local Self Government</b>	1. Introduction 2. Brief History of Local Self Government in British India 3. Brief History of Local Self Government in Tamil Nadu 4. Local Self Government: <ul style="list-style-type: none"> <li>❖ Rural and Urban</li> <li>❖ Electoral Methods of Local Bodies in Tamil Nadu</li> <li>❖ Panchayat Raj Act 1994</li> <li>❖ 73<sup>rd</sup> and 74<sup>th</sup> Amendments</li> </ul> 5. Issues in Local Government

LESSON	HEADING	CONTENT
VI	<b>Forms of Government and Politics</b>	<ol style="list-style-type: none"> <li>1. Historical and Civilizational background</li> <li>2. Pre and Post Independence Period</li> <li>3. State reorganization Act, 1956</li> <li>4. Party system and Political Parties in Tamil Nadu</li> <li>5. Major issues in Tamil Nadu Politics</li> <li>6. State Autonomy, Language, Centre-State Relations and Resources</li> </ol>



## NEW DRAFT SYLLABUS FOR CLASS IX - SOCIAL SCIENCE- ECONOMICS

### ECONOMICS

S.No.	HEADINGS	CONTENT
1	<b>Understanding Development: Perspectives, Measurement and Sustainability</b>	<ol style="list-style-type: none"><li>1. Different perspectives about development</li><li>2. Indicators for development<ul style="list-style-type: none"><li>• Per capita income</li><li>• Human Development</li></ul></li><li>3. Sustainability of development and policies</li></ol>
2	<b>Employment in India and Tamil Nadu</b>	<ol style="list-style-type: none"><li>1. Understanding the Structure of Employment in India</li><li>2. Types of employment Organised vs unorganized / private vs public sector</li><li>3. Employment pattern</li><li>4. Employment and social transformation at village level – case study</li></ol>
3	<b>Money and Credit System</b>	<ol style="list-style-type: none"><li>1. Barter System</li><li>2. Functions of Money</li><li>3. Development of Banks in India – Nationalisation of Banks</li><li>4. Credit and Insurance</li><li>5. Formal and informal and Micro credit</li></ol>

<b>4</b>	<b>Challenges of Agriculture in our times – Tamil Nadu</b>	<ol style="list-style-type: none"> <li>1. Phases of Agriculture Development and Green Revolution in TN</li> <li>2. Changing patterns of agriculture in TN</li> <li>3. Organic farming and other changing farming practices</li> <li>4. Role of Government and Non Government Organizations in Agricultural development –an appraisal</li> </ol>
<b>5</b>	<b>Migration</b>	<ol style="list-style-type: none"> <li>1. Migration of Tamils: A historical account</li> <li>2. Types of Migration - Rural-Urban Migration</li> <li>3. Other migration patterns</li> <li>4. Impact of Migration</li> <li>5. International Migration</li> </ol>

## NEW DRAFT SYLLABUS FOR CLASS X - SOCIAL SCIENCE

### HISTORY

LESSON	HEADING	CONTENT
I	<b>Outbreak Of World War-I And Its Aftermath</b>	<ul style="list-style-type: none"> <li>6. Scramble for colonies</li> <li>7. Rivalry of great powers</li> <li>8. Causes, Course, Effects of World War I</li> <li>9. Russian Revolution and its Impact</li> <li>10. League of Nations</li> </ul>
II	<b>World Between the Two Wars</b>	<ul style="list-style-type: none"> <li>6. Great Depression</li> <li>7. Rise of Fascism and Nazism</li> <li>8. Anti-colonial movements in Asia and Africa</li> <li>9. Political Developments in South America</li> </ul>
III	<b>World War II</b>	<ul style="list-style-type: none"> <li>16. Causes; Course; Effects</li> <li>17. Holocaust and its implications</li> <li>18. New International Orders and world organizations such as UNO, IMF, WB, etc.</li> <li>19. Post-War Welfare States in Europe</li> </ul>
IV	<b>World After TheWorld War II</b>	<ul style="list-style-type: none"> <li>6. The Chinese Revolution</li> <li>7. Cold War and Third World countries –Non Aligned Movement</li> <li>8. Some Major World Events: Korean War; Cuban Missile Crisis; Arab-Israeli War; Vietnam War</li> <li>9. Disintegration of USSR</li> <li>10. Unification of Germany</li> </ul>

LESSON	HEADING	CONTENT
		11. End of Apartheid in South Africa 12. Towards an European Union
V	<b>Social And Religious Reform Movements In The 19<sup>th</sup> Century</b>	6. Brahmo Samaj and other early reform movements 7. Hindu Revivalism: Arya Samaj; Ramakrishna and Vivekananda, 8. Anti-caste movements: Jyotiba Phule, Tatvavivesini, Ayotheedasar and Narayana Guru and Iyyangali 9. Islamic Reforms: Syed Ahmad Khan 10. Social Reform movement in TamilNadu - Ramalinga Adigal; VaikundaSwamigal
VI	<b>Early Revolts Against British Rule In Madras Presidency</b>	1. Resistance of Regional Powers against the British <ul style="list-style-type: none"> <li>♦ Palayakkaarars revolt – Nerkkattumseval, Panchalankurichi, Sivagangai, Madurai and Chennimalai</li> </ul> 2. Vellore Revolt (1806)
VII	<b>Anti-Colonial Movements And The Birth Of Nationalism</b>	1. Peasant and Tribal Resistance to British Rule - Santal, Kol, Munda;, etc. 2. The Great Rebellion of 1857 and Transfer of Power to British Crown 3. Deccan Riots 4. Foundation of Indian National Congress 5. Partition of Bengal and Swadeshi Movement 6. Home Rule Movement

LESSON	HEADING	CONTENT
VIII	Nationalism Gandhian Phase	<ol style="list-style-type: none"> <li>1. Gandhi and Mass Nationalism: Non-Co-operation Movement and Civil Disobedience Movement</li> <li>2. Debates on Nationalism</li> <li>3. Emergence of Socialist movements - Foundation of Communist party; Bhagat Singh; Congress Socialist Party</li> <li>4. Separate Electorates and Poona Pact</li> <li>5. First Congress Ministries</li> <li>6. Quit India Movement</li> <li>7. Freedom and Partition</li> </ol>
IX	Freedom Struggle In Madras Presidency	<ol style="list-style-type: none"> <li>1. Early nationalist stirrings in Tamilnadu (post-1857)</li> <li>2. Social Change and Assertion of Oppressed communities: Christianity &amp; Neo-Buddhism</li> <li>3. Swadeshi Movement</li> <li>4. Non-Cooperation Movement</li> <li>5. Civil Disobedience Movement</li> <li>6. First Congress Ministry in Madras Presidency</li> <li>7. Madras Presidency in the Last decade of the British rule</li> </ol>
X	Social Transformation In Tamil Nadu	<ol style="list-style-type: none"> <li>1. Tamil Renaissance and the rise of Dravidian Movement <ul style="list-style-type: none"> <li>◆ South Indian Liberal Federation and Justice Party - its programs and activities</li> <li>◆ Self-Respect Movement</li> <li>◆ Language agitation before Independence</li> <li>◆ Women's movements</li> </ul> </li> </ol>

## NEW DRAFT SYLLABUS FOR CLASSX - SOCIAL SCIENCE

### GEOGRAPHY

S.NO.	TOPIC	CONTENT
I	<b>India - Location, Relief and Drainage</b>	<ol style="list-style-type: none"><li>1. India and the World</li><li>2. Location and Size</li><li>3. Physiography</li><li>4. Rivers of India</li></ol>
II	<b>Climate and Natural Vegetation</b>	<ol style="list-style-type: none"><li>1. Seasons</li><li>2. Monsoon</li><li>3. Rainfall</li><li>4. Natural vegetation and wildlife</li><li>5. Climatic regions</li></ol>
III	<b>Soil, Irrigation and Agriculture</b>	<ol style="list-style-type: none"><li>1. Soil</li><li>2. Irrigation and Multipurpose Projects</li><li>3. Agriculture</li><li>4. Major Crops</li><li>5. Livestock and Fishing</li><li>6. Issues of agriculture</li></ol>
IV	<b>Resources and Industries</b>	<ol style="list-style-type: none"><li>1. Minerals</li><li>2. Industries</li><li>3. Industrial regions of India</li><li>4. Issues and Challenges</li></ol>
V	<b>Population, Transport and Communication</b>	<ol style="list-style-type: none"><li>1. Composition, Distribution and Density of population</li><li>2. Population Dynamics</li><li>3. Urbanization and its impacts</li></ol>

		<ul style="list-style-type: none"> <li>4. Human Development in India</li> <li>5. Transport, Communication and Trade</li> </ul>
<b>VI</b>	<b>Physical Geography of Tamil Nadu</b>	<ul style="list-style-type: none"> <li>1. Location and Physiography</li> <li>2. Drainage</li> <li>3. Climate</li> <li>4. Soil</li> <li>5. Natural Vegetation</li> </ul>
<b>VII</b>	<b>Human Geography of Tamil Nadu</b>	<ul style="list-style-type: none"> <li>1. Agriculture</li> <li>2. Water Resources Management</li> <li>3. Minerals</li> <li>4. Industries</li> <li>5. Population</li> <li>6. Transport and Trade</li> </ul>

## NEW DRAFT SYLLABUS FOR CLASSX - SOCIAL SCIENCE

### CIVICS

LESSON	HEADING	CONTENT
I	Indian Constitution	<ol style="list-style-type: none"><li>1. Introduction</li><li>2. Preamble</li><li>3. Making of Indian constitution</li><li>4. Salient features of Indian constitution</li><li>5. Citizenship</li><li>6. Fundamental Rights and Duties</li><li>7. Directive Principles of State Policy</li><li>8. Centre-State Relations</li><li>9. Official Language</li><li>10. Amendments</li><li>11. Emergency Provisions</li><li>12. Constitutional Committees/Commissions</li></ol>
II	Central Government	<ol style="list-style-type: none"><li>1. Introduction</li><li>2. President, Vice-President</li><li>3. Prime Minister and council of Ministers</li><li>4. Parliament, Lok Sabha and Rajya Sabha</li><li>5. Parliamentary Procedures</li><li>6. Supreme Court</li></ol>
III	Challenges to Democracy in India	<ol style="list-style-type: none"><li>1. Illiteracy, Poverty</li><li>2. Unemployment</li><li>3. Social Inclusion / Exclusion</li></ol>



LESSON	HEADING	CONTENT
		4. Corruption
IV	State Government	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Governor</li> <li>3. Chief Minister and Council of Ministers</li> <li>4. Legislative Assembly and Council</li> <li>5. Tamil Nadu Legislative Assembly procedures</li> <li>6. High Court</li> </ol>
V	India and International Relations and India's Foreign Policy	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Changing contours of foreign policy of India</li> <li>3. India's relations with developed countries</li> <li>4. India and its neighbours</li> <li>5. India and West Asia</li> <li>6. India and International Organizations UNO, NAM, SAARC, ASEAN, OPEC and BRICS.</li> </ol>
VI	Political Economy of India	<ol style="list-style-type: none"> <li>1. Understanding Political Economy</li> <li>2. Planned economy model</li> <li>3. Five year plans,</li> <li>4. Mixed Economy and Socialist model of development</li> <li>5. Green Revolution</li> <li>6. Nationalization of banks</li> <li>7. New Economic Policy – Liberalization, Privatisation and Globalization</li> <li>8. MNCs and Global Capital</li> </ol>

## **NEW DRAFT SYLLABUS FOR CLASSX - SOCIAL SCIENCE– ECONOMICS**

### **ECONOMICS**

<b>S.No.</b>	<b>HEADING</b>	<b>CONTENT</b>
<b>1</b>	<b>Gross Domestic Product and its growth: An Introduction</b>	<ol style="list-style-type: none"><li>1. Composition of GDP</li><li>2. Contribution of different sectors</li><li>3. Developmental path based on GDP and Employment</li><li>4. Growth of GDP and Economic Policies</li></ol>
<b>2</b>	<b>Globalisation and Trade</b>	<ol style="list-style-type: none"><li>1. Meaning and history of globalisation</li><li>2. Evolution of growth of Multinational Corporations (MNCs)</li><li>3. Trade and Traders in South India – historical perspective</li><li>4. Fair Trade Practices and World Trade Organisation (WTO)</li><li>5. Impacts and challenges of globalization</li></ol>
<b>3</b>	<b>Food Security, Nutrition and Health</b>	<ol style="list-style-type: none"><li>1. food security</li><li>2. Availability and Access to Foodgrains</li><li>3. Purchasing Power and Markets</li><li>4. Multi dimensional nature of poverty</li><li>5. Nutrition and Health Status in Tamil Nadu</li><li>6. Health and Nutrition Policies in Tamil Nadu – A critical appraisal</li></ol>

<b>4</b>	<b>Government and Taxes</b>	<ol style="list-style-type: none"> <li>1. Role of Government in Development Policies</li> <li>2. Why Taxes?</li> <li>3. Direct Taxes</li> <li>4. Indirect Taxes (including Goods and Services Tax, GST)</li> <li>5. Difference between tax and other payments</li> <li>6. How Tax is levied?</li> <li>7. Black money and tax evasion</li> <li>8. Taxes and Development</li> </ol>
<b>5.</b>	<b>Industrial Cluster in Tamil Nadu</b>	<ol style="list-style-type: none"> <li>1. Historical development of Industrial Cluster in Tamil Nadu</li> <li>2. Government Policies and their impact</li> <li>3. Role of entrepreneurs</li> <li>4. Case Studies</li> </ol>