

CLASS X: INDIA AND THE CONTEMPORARY WORLD – II

Themes	Objectives
<p>Any two themes from the first two units and one from the third could be studied.</p> <p>Unit I: Events and Processes</p> <p>1. Nationalism in Europe</p> <ol style="list-style-type: none"> The growth of nationalism in Europe after the 1830s. The ideas of Giuseppe Mazzini etc. General characteristics of the movements in Poland, Hungary, Italy and Germany, Greece. <p>2. Nationalist Movement in Indo-China</p> <ol style="list-style-type: none"> French colonialism in Indo-China. Phases of struggle against the French. The ideas of Phan Dinh Phung, Phan Boi Chau, Nguyen Ai Quoc (Ho Chi Minh). The second world war and the liberation struggle. America and the second Indo-China war. <p>3. Nationalism in India: Civil Disobedience Movement</p> <ol style="list-style-type: none"> First world war, Khilafat and Non-Cooperation. Salt Satyagraha. Movements of peasants, workers, tribals. Activities of different political groups. <p>Unit II: Economies and Livelihoods</p> <p>4. Industrialisation 1850s–1950s</p> <ol style="list-style-type: none"> Contrast between the form of industrialization in Britain and India. Relationship between handicrafts and industrial production, formal and informal sectors. Livelihood of workers. <p><i>Case studies: Britain and India</i></p> <p>5. Urbanisation and Urban Lives</p> <ol style="list-style-type: none"> Patterns of urbanisation Migration and the growth of towns. 	<ul style="list-style-type: none"> The theme will discuss the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period. Discuss the relationship/difference between European nationalism and anti-colonial nationalisms. Point to the way the idea of the nation states became generalized in Europe and elsewhere. Discuss the difference between French colonialism in Indochina and British colonialism in India. Outline the different stages of the anti-imperialist struggle in Indochina. Familiarize the students with the differences between nationalist movements in Indochina and India. Discuss the characteristics of Indian nationalism through a case study of Civil Disobedience Movement. Analyze the nature of the diverse social movements of the time. Familiarize students with the writings and ideals of different political groups and individuals. Discuss two different patterns of industrialisation, one in the imperial country and another within a colony. Show the relationship between different sectors of production. Show the difference between urbanization in two different contexts. A focus on Bombay and London





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<p>(c) Social change and urban life.</p> <p>(d) Merchants, middle classes, workers and urban poor.</p> <p><i>Case studies:</i> London and Bombay in the nineteenth and twentieth century.</p> <p>6. Trade and Globalization</p> <p>(a) Expansion and integration of the world market in the nineteenth and early twentieth century.</p> <p>(b) Trade and economy between the two Wars.</p> <p>(c) Shifts after the 1950s.</p> <p>(d) Implications of globalization for livelihood patterns.</p> <p><i>Case studies:</i> The post War International Economic order, 1945 to the 1960s.</p>	<p>will allow the discussions on urbanization and industrialization to complement each other.</p> <ul style="list-style-type: none"> • Show that globalization has a long history and point to the shifts within the process. • Analyze the implication of globalization for local economies. • Discuss how globalization is experienced differently by different social groups.
<p>Unit III: Culture, Identity and Society</p>	
<p>6. Print Culture and Nationalism</p> <p>(a) The history of print in Europe.</p> <p>(b) The growth of press in nineteenth century India.</p> <p>(c) Relationship between print culture, public debate and politics.</p>	<ul style="list-style-type: none"> • The link between print culture and the circulation of ideas will be discussed. • Familiarize students with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past.
<p>7. History of the Novel</p> <p>(a) Emergence of the novel as a genre in the west.</p> <p>(b) The relationship between the novel and changes in modern society.</p> <p>(c) Early novels in nineteenth century India.</p> <p>(d) A study of two or three major writers.</p>	<ul style="list-style-type: none"> • Show that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change. • Familiarize students with some of the ideas of writers who have had a powerful impact on society.

GEOGRAPHY

GEOGRAPHY (CLASSES IX-X)

Rationale

At this stage, Geography like other components of Social Sciences has a distinct entity. Yet adequate space has been given to develop multiple perspectives on a few selected themes, so that one also develops a comprehensive view. Geography draws its content both from natural sciences as well as Social Sciences, therefore, unlike other Social Sciences, it does not study only human behaviour which is governed by 'reasons', it also studies physical phenomena, which are governed by 'cause effect'.