
CLASS X Social Science
COURSE STRUCTURE

Units		Marks	Pd
I	India and the Contemporary World - II	20	60
II	Contemporary India - II	20	55
III	Democratic Politics - II	20	50
IV	Understanding Economic Development	20	50
	TOTAL	80	215

Unit 1: India and the Contemporary World - II (60 Periods)

In sub-unit 1.1 Students are required to choose any two themes. In that sub-unit theme 3 is compulsory and for second theme students are required to choose any one from the first two themes.

In sub-unit 1.2 and 1.3 students are required to choose any one theme from each. Thus all students are required to study four themes in all.

Sub-unit 1.1 : Events and processes:

Any two of the following themes:

1. The Rise of Nationalism in Europe:

- (a) The growth of nationalism in Europe after the 1830s.
 - (b) The ideas of Giuseppe Mazzini, etc.
 - (c) General characteristics of the movements in Poland, Hungary, Italy, Germany and Greece.
- (Chapter 1)

2. The Nationalist Movement in Indo - China:

Factors Leading to Growth of Nationalism in India

- (a) French colonialism in Indo-China.
- (b) Phases of struggle against the French.
- (c) The ideas of Phan Dinh Phung, Phan Boi Chau, HO Chi Minh
- (d) The second world war and the liberation struggle.
- (e) America and the second Vietnam war. (Chapter 2)

3. Nationalism in India:

- (a) Impact of First world war, Khilafat, Non-Cooperation and Civil Disobedience Movement.
- (b) Salt Satyagraha.
- (c) Movements of peasants, workers, tribals.
- (d) Limits of Civil Disobedience.
- (e) The sense of Collective Belonging. (Chapter 3)

Sub-unit 1.2: Livelihoods, Economies and Societies:

Any one of the following themes:

4. The making of Global World:

- (a) The Pre-modern world
- (b) The Nineteenth Century global economy, colonialism)
- (c) The Inter war Economy (Great Depression)
- (d) Rebuilding the world Economy

5. The Age of Industrialisation:

- (a) Proto-industrialization and pace of industrial change
- (b) Life of workers
- (c) Industrialization in the colonies
- (d) Early Entrepreneurs & workers
- (e) The Peculiarities of Industrial Growth
- (f) Market for Goods

6. Work, Life and Leisure:

- (a) Development of modern cities due to Industrialization in London & Bombay
- (b) Housing and Land Reclamation
- (c) Social Changes in the cities

(d) Cities and the challenge of the Environment

Sub-unit 1.3 : Everyday Life, Culture and Politics Any one of the following themes:

7. Print Culture and the Modern World:

- (a) The history of print in Europe.
- (b) The growth of press in nineteenth century India.
- (c) Relationship between print culture, public debate and politics. (Chapter 7)

8. Novels, Society and History:

- (a) Emergence of the novel as a genre in the west.
- (b) The relationship between the novel and changes in modern society.
- (c) Early novels in nineteenth century India.
- (d) A study of two or three major writers. (Chapter 8)

Unit 2: Contemporary India – II (55 Periods)

1. Resources and Development: Types – natural and human; Need for resource planning, natural resources, land as a resource, soil types and distribution; changing land-use pattern; land degradation and conservation measures. (Chapter 1)

3. Water Resources: Sources, distribution, utilisation, multi-purpose projects, water scarcity, need for conservation and management, rainwater harvesting. (One case study to be introduced) (Chapter 3)

4. Agriculture: Types of farming, major crops, cropping pattern, technological and institutional reforms; their impact; contribution of Agriculture to national economy - employment and output. **Note:** Content of pg no. 44-47 of NCERT Textbook is to be deleted. (Chapter 4)

5. Minerals and Energy Resources: Types of minerals, distribution (Note: on map only) use and economic importance of minerals, conservation, types of power resources: conventional and non conventional, distribution and utilization, and conservation. (Chapter 5)

6. Manufacturing Industries: Types, spatial distribution (Note: on map only) contribution of industries to the national economy, industrial pollution and degradation of environment, measures to control degradation. **Note :** Content mentioned on page no. 74-75 of NCERT, Geography Text book i.e. Aluminium Smelting, Chemical Industries, Fertilizer Industry,

Cement Industry is not required to be delivered in class room during instruction.

7. Life Lines of National Economy: Importance of means of Communication and transportation, Trade & Tourism (Chapter 7)

Project / Activity:

- Learners may collect photographs of typical rural houses, and clothing of people from different regions of India and examine whether they reflect any relationship with climatic conditions and relief of the area.
- Learners may write a brief report on various irrigation practices in the village and the change in cropping pattern in the last decade.

Posters:

- Pollution of water in the locality.
- Depletion of forests and the greenhouse effect.

Note: Any similar activities may be taken up.

Unit 3: Democratic Politics - II (50 Periods)

1&2. Power Sharing & Federalism:

Why and how is power shared in democracies? How has federal division of power in India helped national unity? To what extent has decentralisation achieved this objective? How does democracy accommodate different social groups? (Chapter 1&2)

3&4. Democracy and Diversity & Gender Religion and Caste:

Are divisions inherent to the working of democracy? What has been the effect of caste on politics and of politics on caste? How has the gender division shaped politics? How do communal divisions affect democracy? (Chapter 3&4)

5. Popular Struggles and Movements (Note: CH - 5 is to be done as project work only and will not be evaluated in theory)

6. Political Parties: What role do political parties play in competition and contestation? Which are the major national and regional parties in India? (Chapter 6)

7. Outcomes of Democracy:

Can or should democracy be judged by its outcomes? What outcomes can one reasonably expect of democracies? Does democracy in India meet these expectations? Has democracy led to development, security and dignity for the people? What sustains democracy in India? (Chapter 7)

8. Challenges to Democracy:

Is the idea of democracy shrinking? What are the major challenges to democracy in India? How can democracy be reformed and deepened? What role can an ordinary citizen play in deepening democracy? (Chapter 8)

Unit 4: Understanding Economic Development (50 Periods)

1. Development: The traditional notion of development; National Income and Per-capita Income. Growth of National Income - critical appraisal of existing development indicators (PCI, IMR, SR and other income and health indicators) The need for health and educational development; Human Development Indicators (in simple and brief as a holistic measure of development).

2. Sectors of the Indian Economy: *Sectors of Economic Activities; Historical change in sectors; Rising importance of tertiary sector; Employment Generation; Division of Sectors- Organised and Unorganised; Protective measures for unorganised sector workers. (Chapter 2)

3. Money and Credit: Role of money in an economy: Formal and Informal financial institutions for Savings and Credit - General Introduction; Select one formal institution such as a nationalized commercial bank and a few informal institutions; Local money lenders, landlords, chit funds and private finance companies. (Chapter 3) **(Note: Ch-3 will also be evaluated in theory)**

4. Globalisation and the Indian Economy: Production accross countries, Foreign trade and Interaction of Markets, what is Globalization? Factors, WTO, Impact, Fair Globalization (Chapter 4)

5. Consumer Rights: ***How consumer is exploited (one or two simple case studies) factors

causing exploitation of consumers; Rise of consumer awareness; how a consumer should be in a market; role of government in consumer protection. (Chapter 5)

Suggested Activities / Instructions:

Theme 2*: Visit to banks and money lenders / pawnbrokers and discuss various activities that you have observed in banks in the classroom. Participate in the meetings of self help groups, which are engaged in micro credit schemes in the locality of learners and observe issues discussed.

Theme 4:** Provide many examples of service sector activities. Use numerical examples, charts and photographs.

Theme 5*:** Collect logos of standards available for various goods and services. Visit a consumer court near by and discuss in the class the proceedings; Collect stories of consumer exploitation and grievances from newspapers and consumer courts.

Project Work: 05 Periods(5 Marks)

Every student has to compulsorily undertake any one project on the following units / topics.

1. Disaster Management (Pertaining to class Xth curriculum of Disaster Management only).

OR

2. Popular Struggles and Movements

OR

3. Money and Credit

The project have been carefully designed so as to –

a) Create awareness in learners

b) Enable them to understand and co-relate all aspects of selected topic

c) Relate theory with practice

d) Relation of different aspects with life

e) Provide hands on experience

The distribution of marks over different aspects relating to Project Work is as follows:

S.NO.	ASPECTS	MARKS
1.	Content accuracy and originality	1

2.	Presentation and creativity	1
3.	Process of Project Completion : Initiative, cooperativeness, participation and punctuality	1
4.	Viva or written test for content assimilation	2

The projects carried out by the students in different topics should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc. All documents pertaining to assessment under this activity should be meticulously maintained by concerned schools. A Summary Report should be prepared highlighting:

- objectives realized through individual or group interactions;
- calendar of activities;
- innovative ideas generated in this process ;
- list of questions asked in viva voce

It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure. The Project Report should be handwritten by the students themselves and comprise of not more than 15 foolscap pages. Records pertaining to projects (internal assessment) of the students will be maintained for a period of three months from the date of declaration of result for verification at the discretion of Board. Subjudiced cases, if any or those involving RTI / Grievances may however be retained beyond three months.

PRESCRIBED BOOKS:

1. India and the Contemporary World-II (History) - Published by NCERT
2. Contemporary India II (Geography) - Published by NCERT
3. Democratic Politics II (Political Science) - Published by NCERT
4. Understanding Economic Development - Published by NCERT
5. Together Towards a Safer India - Part III, a textbook on Disaster Management - Published by CBSE

QUESTION PAPER DESIGN FOR SOCIAL SCIENCE (CODE NO. 087)

Class-X (SA-I) (2016-2017)

Time: 3 Hours (Max. Marks: 80)

Remembering - (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or recite, information)

VSA Question (1 mark) = 0

SA Question I (3 mark) = 2

LA Question (5 mark) = 2

Total Marks = 16

Weightage = 20%

Understanding - (Comprehension -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)

VSA Question (1 mark) = 3

SA Question I (3 mark) = 1

LA Question (5 mark) = 2

Total Marks = 16

Weightage = 20%

Application (Use abstract information in concrete situation, to apply knowledge to new situations; Use given content to interpret a situation, provide an example, or solve a problem)

VSA Question (1 mark) = 2

SA Question I (3 mark) = 3

LA Question (5 mark) = 2

Total Marks = 21

Weightage = 26%

Higher Order Thinking Skills (Analysis & Synthesis - Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)

VSA Question (1 mark) = 2

SA Question I (3 mark) = 3

LA Question (5 mark) = 1

Total Marks = 16

Weightage = 20%

Creating, Evaluation and Multi- Disciplinary- (Generating new ideas, product or ways of viewing things Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)

SA Question (3 mark) = 2

Total = 6

Weightage = 8%

Map

VSA Question (1 mark) = 2

SA Question (3 mark) = 1

Total = 5

Weightage = 06%

Total marks = 80 marks

VSA = 1 x 9 = 9

SA = 3 x 12 = 36

LA = 5 x 7 = 35

LIST OF MAP ITEMS FOR SOCIAL SCIENCE

A. History - Outline Political Map of India

Lesson-3 Nationalism in India – (1918 – 1930).

For locating and labelling / Identification.

1. Indian National Congress Sessions:

Calcutta (Sep. 1920)

Nagpur (Dec. 1920)

Madras (1927)

Lahore (1929)

2. Important Centres of Indian National Movement

(Non-cooperation and Civil Disobedience Movement)

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- (i) Champaran (Bihar) - Movement of Indigo Planters
 - (ii) Kheda (Gujrat) - Peasant Satyagrah
 - (iii) Ahmedabad (Gujarat) - Cotton Mill Workers Satyagraha
 - (iv) Amritsar (Punjab) - Jallianwala Bagh Incident
 - (v) Chauri Chaura (U.P.) - calling off the Non Cooperation Movement
 - (vi) Dandi (Gujarat) - Civil Disobedience Movement

B. GEOGRAPHY

Outline Political Map of India

Chapter 1: Resources and Development

Identification only: Major soil Types.

Chapter 3: Water Resources

Locating and Labelling –

Dams:

- (1) Salal
- (2) Bhakra Nangal
- (3) Tehri
- (4) Rana Pratap Sagar
- (5) Sardar Sarovar
- (6) Hirakud
- (7) Nagarjuna Sagar
- (8) Tungabhadra. (Along with rivers)

Chapter 4: Agriculture

Identification only

- (a) Major areas of Rice and Wheat.
- (b) Largest / Major producer states of Sugarcane; Tea; Coffee; Rubber; Cotton and Jute.

Chapter: 5 Mineral and Energy Resources.

Minerals: (Identification only)

(I) Iron ore mines:

Mayurbhanj

Durg

Bailadila

Bellary

Kudremukh

(II) Mica mines:

Ajmer

Beawar

Nellore

Gaya

Hazaribagh

(III) Coal mines :

Raniganj

Jharia

Bokaro

Talcher

Korba

Singrauli

Singareni

Neyvali

(IV) Oil Fields :

Digboi

Naharkatia

Mumbai High

Bassien

Kalol

Ankaleshwar

(V) Bauxite Deposits:

The Amarkantak plateau

Maikal hills

The plateau region of Bilaspur- Katni.

Orissa Panchpatmali deposits in Koraput district

(VI) Mica deposits:

The Chota Nagpur plateau.

Koderma Gaya – Hazaribagh belt of Jharkhand

Ajmer

Nellore mica belt

Power Plants:

(Locating and Labelling only)

(a) Thermal :

Namrup

Talcher

Singrauli

Harduaganj

Korba

Uran

Ramagundam

Vijaywada

Tuticorin

(b) Nuclear:

Narora

Rawat Bhata

Kakrapara

Tarapur

Kaiga

Kalpakkam

Chapter 6: Manufacturing Industries

Locating and Labelling Only

(1) Cotton Textile Industries:

Mumbai

Indore

Ahmedabad

Surat

Kanpur

Coimbatore

Madurai

(2) Iron and Steel Plants:

Burnpur

Durgapur

Bokaro

Jamshedpur

Raurkela

Bhilai

Vijaynagar

Bhadravati

Vishakhapatnam

Salem

(3) Software Technology Parks:

Mohali

Noida

Jaipur

Gandhinagar

Indore

Mumbai

Pune

Kolkata

Bhubaneswar

Vishakhapatnam

Hyderabad

Bangalore

Mysore

Chennai

Thiruvananthapuram

Chapter 7 Lifelines of National Economy.

Identification Only: Golden Quadrilateral, North-South Corridor, East-West Corridor.

National Highways:

NH-1

NH-2

NH-7

Locating and Labelling:

Major Ports:

Kandla

Mumbai

Jawahar Lal Nehru

Marmagao

New Mangalore

Kochi

Tuticorin

Chennai

Vishakhapatnam

Paradip

Haldia

Kolkata

International Airports:

Amritsar (Raja Sansi)

Delhi (Indira Gandhi International)

Mumbai (Chhatrapati Shivaji)

Thiruvananthapuram (Nedimbacherry)

Chennai (Meenam Bakkam)

Kolkata (Netaji Subhash Chandra Bose)

Hyderabad (Rajiv Gandhi)

Note: Items of Locating and Labelling may also be given for Identification.