

**SOCIAL SCIENCE**  
**CLASS X (2019-20)**  
**(CODE NO. 087)**

**Rationale**

Social Science is a compulsory subject up to secondary stage of school education. It is an integral component of general education because it helps the learners in understanding the environment in its totality and developing a broader perspective and an empirical, reasonable and humane outlook. This is of crucial importance because it helps them grow into well-informed and responsible citizens with necessary attributes and skills for being able to participate and contribute effectively in the process of development and nation-building.

The Social Science curriculum draws its content mainly from History, Geography, Political Science and Economics. Some elements of Sociology and Commerce are also included. Together they provide a comprehensive view of society over space and time, and in relation to each other. Each subject's distinct methods of enquiry help the learners to understand society from different angles and form a holistic view.

**Objectives**

The main objectives of this syllabus are to:

- develop an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved
- make learners realise that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space
- develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change with appropriate connections to world development
- deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation of the contributions made by people of all sections and regions of the country
- help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society
- deepen the knowledge and understanding of India's environment in its totality, their interactive processes and effects on the future quality of people's lives

- facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity
- develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation
- promote an understanding of the issues and challenges of contemporary India-environmental, economic and social, as part of the development process
- help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community
- develop scientific temperament by promoting the spirit of enquiry and following a rational and objective approach in analysing and evaluating data and information as well as views and interpretations
- develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms - cooperating with others, taking initiatives and providing leadership in solving others' problems
- develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

## COURSE STRUCTURE CLASS X (2019-20)

### Theory Paper

| Time: 3 Hrs. |                                       | Max. Marks: 80 |           |
|--------------|---------------------------------------|----------------|-----------|
| No.          | Units                                 | No. of Periods | Marks     |
| I            | India and the Contemporary World – II | 60             | 20        |
| II           | Contemporary India – II               | 55             | 20        |
| III          | Democratic Politics - II              | 50             | 20        |
| IV           | Understanding Economic Development    | 50             | 20        |
| <b>Total</b> |                                       | <b>215</b>     | <b>80</b> |

## COURSE CONTENT

| Unit 1: India and the Contemporary World – II   |  | 60 Periods  |
|---|--|---|
| Themes  |  | Learning Objectives   |
| <b>Section 1: Events and Processes:</b>   |  |   |
| <b>1. The Rise of Nationalism in Europe:</b>  |  |   |
| <ul style="list-style-type: none"><li>• The French Revolution and the Idea of the Nation</li><li>• The Making of Nationalism in Europe</li><li>• The Age of Revolutions: 1830-1848</li><li>• The Making of Germany and Italy</li><li>• Visualizing the Nation</li><li>• Nationalism and Imperialism</li></ul> |  | <ul style="list-style-type: none"><li>• Enable the learners to identify and comprehend the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period.</li><li>• Establish the relationship and bring out the difference between European nationalism and anti-colonial nationalisms.</li><li>• Understand the way the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere.</li></ul> |
| <b>2. Nationalism in India:</b>   |  |   |
| <ul style="list-style-type: none"><li>• The First World War, Khilafat and Non - Cooperation</li><li>• Differing Strands within the Movement</li><li>• Towards Civil Disobedience</li><li>• The Sense of Collective Belonging</li></ul>  |  | <ul style="list-style-type: none"><li>• Recognize the characteristics of Indian nationalism through a case study of Non-Cooperation and Civil Disobedience Movement.</li><li>• Analyze the nature of the diverse social movements of the time.</li><li>• Familiarize with the writings and ideals of different political groups and individuals.</li><li>• Appreciate the ideas promoting</li></ul>   |

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| <p><b>Section 2: Livelihoods, Economies and Societies:</b> Any <b>one theme</b> of the following:</p> <p><b>3. The Making of a Global World:</b></p> <ul style="list-style-type: none"> <li>• The Pre-modern world</li> <li>• The Nineteenth Century (1815-1914)</li> <li>• The Inter war Economy</li> <li>• Rebuilding a World Economy: The Post-War Era</li> </ul> <p><b>4. The Age of Industrialization:</b></p> <ul style="list-style-type: none"> <li>• Before the Industrial Revolution</li> <li>• Hand Labour and Steam Power</li> <li>• Industrialization in the colonies</li> <li>• Factories Come Up</li> <li>• The Peculiarities of Industrial Growth</li> <li>• Market for Goods</li> </ul> <p><b>Section 3: Everyday Life, Culture and Politics:</b></p> <p><b>5. Print Culture and the Modern World:</b></p> <ul style="list-style-type: none"> <li>• The First Printed Books</li> <li>• Print Comes to Europe</li> <li>• The Print Revolution and its Impact</li> <li>• The Reading Mania</li> <li>• The Nineteenth Century</li> <li>• India and the World of Print</li> <li>• Religious Reform and Public Debates</li> <li>• New Forms of Publication</li> <li>• Print and Censorship</li> </ul> | <p>Pan Indian belongingness.</p> <ul style="list-style-type: none"> <li>• Show that globalization has a long history and point to the shifts within the process.</li> <li>• Analyze the implication of globalization for local economies.</li> <li>• Discuss how globalization is experienced differently by different social groups.</li> <li>• Familiarize with the Pro- to-Industrial phase and Early – factory system.</li> <li>• Familiarize with the process of industrialization and its impact on labour class.</li> <li>• Enable them to understand industrialization in the colonies with reference to Textile industries.</li> <li>• Identify the link between print culture and the circulation of ideas.</li> <li>• Familiarize with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past.</li> <li>• Understand that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.</li> </ul> |
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| Unit 2: Contemporary India – II  |  | 55 Periods   |
|--|--|--|
| Themes   |  | Learning Objectives  |
| <b>1. Resources and Development:</b> <ul style="list-style-type: none"> <li>• Types of Resources</li> <li>• Development of Resources</li> <li>• Resource Planning in India</li> <li>• Land Resources</li> <li>• Land Utilization</li> <li>• Land Use Pattern in India</li> <li>• Land Degradation and Conservation Measures</li> <li>• Soil as a Resource</li> <li>• Classification of Soils</li> <li>• Soil Erosion and Soil Conservation</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Understand the value of resources and the need for their judicious utilization and conservation.</li> </ul>                                 |
| <b>2. Forest and Wildlife</b> <ul style="list-style-type: none"> <li>• Biodiversity or Biological Diversity</li> <li>• Flora and Fauna in India</li> <li>• Vanishing Forests</li> <li>• Asiatic Cheetah: Where did they go?</li> <li>• The Himalayan Yew in trouble</li> <li>• Conservation of forest and wildlife in India</li> <li>• Project Tiger</li> <li>• Types and distribution of forests and wildlife resources</li> <li>• Community and Conservation</li> </ul> <p><b><i>Note: The chapter 'Forest and Wildlife' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.</i></b></p> |  | <ul style="list-style-type: none"> <li>• Understand the importance of forests and wild life in one environment as well as develop concept towards depletion of resources.</li> </ul> |
| <b>3. Water Resources:</b> <ul style="list-style-type: none"> <li>• Water Scarcity and The Need for Water Conservation and Management</li> <li>• Multi-Purpose River Projects and Integrated Water Resources Management</li> <li>• Rainwater Harvesting</li> </ul>   |  | <ul style="list-style-type: none"> <li>• Comprehend the importance of water as a resource as well as develop awareness towards its judicious use and conservation.</li> </ul>        |

***Note: The chapter 'Water Resources' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.***

#### **4. Agriculture:**

- Types of farming
- Cropping Pattern
- Major Crops
- Technological and Institutional Reforms
- Impact of Globalization on Agriculture

#### **5. Minerals and Energy Resources**

- What is a mineral?
- Mode of occurrence of Minerals
- Ferrous and Non-Ferrous Minerals
- Non-Metallic Minerals
- Rock Minerals
- Conservation of Minerals
- Energy Resources
  - Conventional and Non-Conventional
  - Conservation of Energy Resources

#### **6. Manufacturing Industries:**

- Importance of manufacturing
- Contribution of Industry to National Economy
- Industrial Location
- Classification of Industries
- Spatial distribution
- Industrial pollution and environmental

- Explain the importance of agriculture in national economy.
- Identify various types of farming and discuss the various farming methods; describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern.
- Explain various government policies for institutional as well as technological reforms since independence.
- Identify different types of minerals and energy resources and places of their availability
- Feel the need for their judicious utilization
- Bring out the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas.
- Discuss the need for a planned industrial development and debate over the role of

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| degradation <ul style="list-style-type: none"> <li>Control of Environmental Degradation</li> </ul>  | government towards sustainable development.  |
| <b>7. Life Lines of National Economy:</b> <ul style="list-style-type: none"> <li>Transport – Roadways, Railways, Pipelines, Waterways, Airways</li> <li>Communication</li> <li>International Trade</li> <li>Tourism as a Trade</li> </ul> | <ul style="list-style-type: none"> <li>Explain the importance of transport and communication in the ever-shrinking world.</li> <li>Understand the role of trade and tourism in the economic development of a country.</li> </ul> |

### Unit 3: Democratic Politics – II

50 Periods

| Themes   | Learning Objectives  |
|--|--|
| <b>1. Power Sharing:</b> <ul style="list-style-type: none"> <li>Case Studies of Belgium and Sri Lanka</li> <li>Why power sharing is desirable?</li> <li>Forms of Power Sharing</li> </ul>  | <ul style="list-style-type: none"> <li>Familiarize with the centrality of power sharing in a democracy.</li> <li>Understand the working of spatial and social power sharing mechanisms.</li> </ul> |
| <b>2. Federalism:</b> <ul style="list-style-type: none"> <li>What is Federalism?</li> <li>What make India a Federal Country?</li> <li>How is Federalism practiced?</li> <li>Decentralization in India</li> </ul>   | <ul style="list-style-type: none"> <li>Analyse federal provisions and institutions.</li> <li>Explain decentralization in rural and urban areas.</li> </ul>   |
| <b>3. Democracy and Diversity:</b> <ul style="list-style-type: none"> <li>Case Studies of Mexico</li> <li>Differences, similarities and divisions</li> <li>Politics of social divisions</li> </ul> <p><b>Note: The chapter 'Democracy and Diversity' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.</b></p> | <ul style="list-style-type: none"> <li>Analyse the relationship between social cleavages and political competition with reference to Indian situation.</li> </ul>                                  |
| <b>4. Gender, Religion and Caste:</b> <ul style="list-style-type: none"> <li>Gender and Politics</li> <li>Religion, Communalism and Politics</li> <li>Caste and Politics</li> </ul>  | <ul style="list-style-type: none"> <li>Identify and analyse the challenges posed by communalism to Indian democracy.</li> <li>Recognise the enabling and</li> </ul>                                |

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| <p>5. <b>Popular Struggles and Movements:</b></p> <ul style="list-style-type: none"> <li>• Popular Struggles in Nepal and Bolivia</li> <li>• Mobilization and Organization</li> <li>• Pressure Groups and Movements</li> </ul> <p><b>Note: The chapter ‘Popular Struggles and Movements’ to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.</b></p> <p>6. <b>Political Parties:</b></p> <ul style="list-style-type: none"> <li>• Why do we need Political Parties?</li> <li>• How many Parties should we have?</li> <li>• National Political Parties</li> <li>• State Parties</li> <li>• Challenges to Political Parties</li> <li>• How can Parties be reformed?</li> </ul> <p>7. <b>Outcomes of Democracy:</b></p> <ul style="list-style-type: none"> <li>• How do we assess democracy’s outcomes?</li> <li>• Accountable, responsive and legitimate government</li> <li>• Economic growth and development</li> <li>• Reduction of inequality and poverty</li> <li>• Accommodation of social diversity</li> <li>• Dignity and freedom of the citizens</li> </ul> <p>8. <b>Challenges to Democracy:</b></p> <ul style="list-style-type: none"> <li>• Thinking about challenges</li> <li>• Thinking about Political Reforms</li> <li>• Redefining democracy</li> </ul> <p><b>Note: The chapter ‘Challenges to Democracy’ to be assessed in the Periodic</b></p> | <p>disabling effects of caste and ethnicity in politics.</p> <ul style="list-style-type: none"> <li>• Develop a gender perspective on politics.</li> <li>• Understand the vital role of people’s struggle in the expansion of democracy.</li> <li>• Analyse party systems in democracies.</li> <li>• Introduction to major political parties, challenges faced by them and reforms in the country.</li> <li>• Evaluate the functioning of democracies in comparison to alternative forms of governments.</li> <li>• Understand the causes for continuation of democracy in India.</li> <li>• Distinguish between sources of strengths and weaknesses of Indian democracy.</li> <li>• Reflect on the different kinds of measures possible to deepen democracy.</li> <li>• Promote an active and participatory citizenship.</li> </ul> |
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| <b>Tests only and will not be evaluated in Board Examination.</b>   |   |
| <b>Unit 4: Understanding Economic Development</b>   |   |
| <b>50 Periods</b>   |   |
| <b>Themes</b>   | <b>Objectives</b>   |
| <b>1. Development:</b> <ul style="list-style-type: none"> <li>• What Development Promises - Different people different goals</li> <li>• Income and other goals</li> <li>• National Development</li> <li>• How to compare different countries or states?</li> <li>• Income and other criteria</li> <li>• Public Facilities</li> <li>• Sustainability of development</li> </ul> | <ul style="list-style-type: none"> <li>• Familiarize with concepts of macroeconomics.</li> <li>• Understand the rationale for overall human development in our country, which includes the rise of income, improvements in health and education rather than income.</li> <li>• Understand the importance of quality of life and sustainable development.</li> </ul> |
| <b>2. Sectors of the Indian Economy:</b> <ul style="list-style-type: none"> <li>• Sectors of Economic Activities</li> <li>• Comparing the three sectors</li> <li>• Primary, Secondary and Tertiary Sectors in India</li> <li>• Division of sectors as organized and unorganized</li> <li>• Sectors in terms of ownership: Public and Private Sectors</li> </ul>               | <ul style="list-style-type: none"> <li>• Identify major employment generating sectors.</li> <li>• Reason out the government investment in different sectors of economy.</li> </ul>  |
| <b>3. Money and Credit:</b> <ul style="list-style-type: none"> <li>• Money as a medium of exchange</li> <li>• Modern forms of money</li> <li>• Loan activities of Banks</li> <li>• Two different credit situations</li> <li>• Terms of credit</li> <li>• Formal sector credit in India</li> <li>• Self Help Groups for the Poor</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Understand money as an economic concept.</li> <li>• Understand the role of financial institutions from the point of view of day-to- day life.</li> </ul>   |
| <b>4. Globalization and the Indian Economy:</b> <ul style="list-style-type: none"> <li>• Production across countries</li> <li>• Interlinking production across countries</li> <li>• Foreign Trade and integration of</li> </ul>   | <ul style="list-style-type: none"> <li>• Explain the working of the Global Economic phenomenon.</li> </ul>  |

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| <p>markets</p> <ul style="list-style-type: none"> <li>• What is globalization?</li> <li>• Factors that have enabled Globalisation</li> <li>• World Trade Organisation</li> <li>• Impact of Globalization on India</li> <li>• The Struggle for a fair Globalisation</li> </ul> <p><b>5. Consumer Rights:</b><br/> <b><i>Note: Chapter 5 'Consumer Rights' to be done as Project Work.</i></b></p> | <ul style="list-style-type: none"> <li>• Gets familiarized with the rights and duties as a consumer; and legal measures available to protect from being exploited in markets.</li> </ul> |
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**PROJECT WORK**  
**CLASS X (2019-20)**

| 05 Periods   | 05 Marks                                   |        |         |       |    |  |   |    |                             |   |    |           |   |
|--|--|--------|---------|-------|----|--|---|----|-----------------------------|---|----|-----------|---|
| 1. <b>Every student</b> has to compulsorily undertake <b>any one project</b> on the following topics:  |  |        |         |       |    |  |   |    |                             |   |    |           |   |
| Consumer Awareness   |  |        |         |       |    |  |   |    |                             |   |    |           |   |
| OR   |  |        |         |       |    |  |   |    |                             |   |    |           |   |
| Social Issues  |  |        |         |       |    |  |   |    |                             |   |    |           |   |
| OR   |  |        |         |       |    |  |   |    |                             |   |    |           |   |
| Sustainable Development  |  |        |         |       |    |  |   |    |                             |   |    |           |   |
| 2. <b>Objective:</b> The overall objective of the project work is to help students gain an insight and pragmatic understanding of the theme and see all the Social Science disciplines from interdisciplinary perspective. It should also help in enhancing the Life Skills of the students. |  |        |         |       |    |  |   |    |                             |   |    |           |   |
| Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report.  |  |        |         |       |    |  |   |    |                             |   |    |           |   |
| If required, students may go out for collecting data and use different primary and secondary resources to prepare the project. If possible, various forms of art may be integrated in the project work.  |  |        |         |       |    |  |   |    |                             |   |    |           |   |
| 3. The distribution of marks over different aspects relating to Project Work is as follows:  |  |        |         |       |    |  |   |    |                             |   |    |           |   |
| <table><tr><th>S. No.</th><th>Aspects</th><th>Marks</th></tr><tr><td>a.</td><td>Content accuracy, originality and analysis</td><td>2</td></tr><tr><td>b.</td><td>Presentation and creativity</td><td>2</td></tr><tr><td>c.</td><td>Viva Voce</td><td>1</td></tr></table>                     |  | S. No. | Aspects | Marks | a. | Content accuracy, originality and analysis | 2 | b. | Presentation and creativity | 2 | c. | Viva Voce | 1 |
| S. No.   | Aspects                                    | Marks  |         |       |    |  |   |    |                             |   |    |           |   |
| a.   | Content accuracy, originality and analysis | 2      |         |       |    |  |   |    |                             |   |    |           |   |
| b.   | Presentation and creativity                | 2      |         |       |    |  |   |    |                             |   |    |           |   |
| c.   | Viva Voce                                  | 1      |         |       |    |  |   |    |                             |   |    |           |   |
| 4. 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.   |  |        |         |       |    |  |   |    |                             |   |    |           |   |
| 5. All documents pertaining to assessment under this activity should be meticulously maintained by concerned schools.  |  |        |         |       |    |  |   |    |                             |   |    |           |   |
| 6. A Summary Report should be prepared highlighting:   |  |        |         |       |    |  |   |    |                             |   |    |           |   |
| <ul style="list-style-type: none"><li>objectives realized through individual work and group interactions;</li></ul>  |  |        |         |       |    |  |   |    |                             |   |    |           |   |

- calendar of activities;
- innovative ideas generated in the process ;
- list of questions asked in viva voce.

7. 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.

8. The Project Report should be handwritten by the students themselves.

9. 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.

**SOCIAL SCIENCE (CODE NO. 087)**  
**QUESTION PAPER DESIGN**  
**CLASS X**

**Time: 3 Hours**

**Max. Marks: 80**

| Sr. No. | Typology of Questions  | Objective Type (1 mark) | SA (3 marks) | LA (5 marks) | Map Skill | Total Marks | Weight age % |
|---------|--|-------------------------|--------------|--------------|-----------|-------------|--------------|
| 1       | <b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.  | 9                       | 3            | 1            | -         | 23          | 29%          |
| 2       | <b>Understanding:</b> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas  | 4                       | 2            | 2            | -         | 20          | 25%          |
| 3       | <b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.  | 3                       | 1            | 2            | -         | 16          | 20%          |
| 4       | <b>Analysing and Evaluating:</b> Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations<br><br>Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. | 2                       | 1            | 1            | -         | 10          | 12%          |
| 5       | <b>Creating:</b> Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.  | 2                       | 1            |              | -         | 5           | 6.5%         |
| 6       | <b>Map Skill</b>   |                         |              |              | 3+3       | 6           | 7.6%         |
|         | <b>Total</b>   | 1x20=20                 | 3x8 =24      | 5x6=30       | 6         | 80          | 100%         |

- Internal Assessment: 20 Marks

## INTERNAL ASSESSMENT

|   | Marks    | Description   |                |         |   |         |
|---|----------|---|----------------|---------|---|---------|
| Periodic Assessment   | 10 Marks | <table><tr><td>Pen Paper Test</td><td>5 marks</td></tr><tr><td>Assessment using multiple strategies<br/>For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.</td><td>5 marks</td></tr></table> | Pen Paper Test | 5 marks | Assessment using multiple strategies<br>For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc. | 5 marks |
|   |          | Pen Paper Test  | 5 marks        |         |   |         |
| Assessment using multiple strategies<br>For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc. | 5 marks  |   |                |         |   |         |
| Portfolio   | 5 Marks  | <ul style="list-style-type: none"><li>• Classwork</li><li>• Work done (Activities / Assignments)</li><li>• Reflections, Narrations, Journals, etc.</li><li>• Achievements of the student in the subject throughout the year</li><li>• Participation of the student in different activities like Heritage India Quiz</li></ul>           |                |         |   |         |
| Subject Enrichment Activity   | 5 Marks  | <ul style="list-style-type: none"><li>• Project Work</li></ul>  |                |         |   |         |

## LIST OF MAP ITEMS CLASS X (2019-20)

### A. HISTORY (Outline Political Map of India)

**Chapter - 3 Nationalism in India** – (1918 – 1930) for locating and labelling / Identification

#### 1. Indian National Congress Sessions:

- a. Calcutta (Sep. 1920)
- b. Nagpur (Dec. 1920)
- c. Madras (1927)

#### 2. Important Centres of Indian National Movement

- a. Champaran (Bihar) - Movement of Indigo Planters
- b. Kheda (Gujrat) - Peasant Satyagrah

- c. Ahmedabad (Gujarat) - Cotton Mill Workers Satyagraha
- d. Amritsar (Punjab) - Jallianwala Bagh Incident
- e. Chauri Chaura (U.P.) - Calling off the Non-Cooperation Movement
- f. Dandi (Gujarat) - Civil Disobedience Movement

## **B. GEOGRAPHY (Outline Political Map of India)**

### **Chapter 1: Resources and Development (Identification only)**

- a. Major soil Types

### **Chapter 3: Water Resources (Locating and Labelling)**

#### **Dams:**

- |                      |                    |
|----------------------|--------------------|
| a. Salal             | e. Sardar Sarovar  |
| b. Bhakra Nangal     | f. Hirakud         |
| c. Tehri             | g. Nagarjuna Sagar |
| d. Rana Pratap Sagar | h. Tungabhadra     |

***Note: The chapter 'Water Resources' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.***

### **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: Minerals and Energy Resources**

#### **Minerals (Identification only)**

##### **a. Iron Ore mines**

- |              |             |
|--------------|-------------|
| • Mayurbhanj | • Bellary   |
| • Durg       | • Kudremukh |
| • Bailadila  |             |

##### **b. Coal Mines**

- |            |           |
|------------|-----------|
| • Raniganj | • Talcher |
| • Bokaro   | • Neyveli |

##### **c. Oil Fields**

- |               |               |
|---------------|---------------|
| • Digboi      | • Bassien     |
| • Naharkatia  | • Kalol       |
| • Mumbai High | • Ankaleshwar |

#### **Power Plants**

**(Locating and Labelling only)**

**a. Thermal**

- Namrup
- Singrauli

- Ramagundam

**b. Nuclear**

- Narora
- Kakrapara

- Tarapur
- Kalpakkam

**Chapter 6: Manufacturing Industries (Locating and Labelling Only)**

**Cotton Textile Industries:**

- |           |               |
|-----------|---------------|
| a. Mumbai | d. Kanpur     |
| b. Indore | e. Coimbatore |
| c. Surat  |               |

**Iron and Steel Plants:**

- |               |               |
|---------------|---------------|
| a. Durgapur   | d. Bhilai     |
| b. Bokaro     | e. Vijaynagar |
| c. Jamshedpur | f. Salem      |

**Software Technology Parks:**

- |                |                       |
|----------------|-----------------------|
| a. Noida       | e. Hyderabad          |
| b. Gandhinagar | f. Bengaluru          |
| c. Mumbai      | g. Chennai            |
| d. Pune        | h. Thiruvananthapuram |

**Chapter 7: Lifelines of National Economy**

**Major Ports: (Locating and Labelling)**

- |                  |                   |
|------------------|-------------------|
| a. Kandla        | f. Tuticorin      |
| b. Mumbai        | g. Chennai        |
| c. Marmagao      | h. Vishakhapatnam |
| d. New Mangalore | i. Paradip        |
| e. Kochi         | j. Haldia         |

**International Airports:**

- |  |  |
|--|--|
| a. Amritsar (Raja Sansi)               | d. Chennai (Meenam Bakkam)               |
| b. Delhi (Indira Gandhi International) | e. Kolkata (Netaji Subhash Chandra Bose) |
| c. Mumbai (Chhatrapati Shivaji)        | f. Hyderabad (Rajiv Gandhi)              |

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