

MONTHLY SYLLABUS
SESSION-2017-18
CLASS-X
SUBJECT : SOCIAL SCIENCE

MONTH	CONTENT
	Whole Syllabus Will be Covered in Final Term End Exam
April - May	<p><u>HISTORY</u></p> <p>Sub-unit 1.2: Livelihoods, Economies and Societies: Any one of the following themes:</p> <p>Chapter 4- The making of Global World: The Making of a global world. Indian trade, colonialism and global system. Contrast between the form of industrialization in Britain and India. Relationship between handicrafts and industrial production, formal and informal sectors. The inter-war economy, Livelihood of workers. The Great Depression, The post war Era in world economy.</p> <p style="text-align: center;">OR</p> <p>Chapter 5- The Age of Industrialisation: Industrial Revolution — before and after, Proto-industrialization and pace of industrial change, Life of workers, Industrialization in the colonies, Weavers in India, Early Entrepreneurs & workers , The Peculiarities of Industrial Growth Market for Goods</p> <p style="text-align: center;">OR</p> <p>Chapter 6- Work, Life and Leisure:</p> <p>Development of modern cities due to Industrialization in London & Bombay, Housing and Land Reclamation. Social Changes in the cities. Cities and the challenge of the Environment Patterns of urbanization, Migration and the growth of towns. Social change and urban life. Merchants, middle</p>

	<p>classes, workers and urban poor. Case Studies: London and Bombay in the nineteenth and twentieth century.</p> <p><u>(GEOGRAPHY)</u> Contemporary India - II</p> <p>Chapter 1- Resources and Development:</p> <p>Meaning of resource, Types of Resources; Classification of resources, Sustainable Development, Resource planning —Why and how in India, land as a resource, Soil types and distribution; Changing land-use pattern; land Degradation, Soil Erosion and Conservation Measures, etc.</p> <p>Chapter 2- Forest and Wild Life Resources:</p> <p>(NOT TO BE EVALUATED)</p> <p><u>DEMOCRATIC POLITICS</u></p> <p>Chapter 1&2-Power Sharing & Federalism:</p> <p>Why and how is power shared in democracies? What is Federalism? How has federal division of power in India helped national unity? How does democracy accommodate different social groups? The relationship between social cleavages and political competition with reference to Indian situation. The centrality of power sharing in a democracy. Decentralization in India.</p>
July	<p><u>GEOGRAPHY</u></p> <p>Chapter 3- Water Resources: Sources, distribution, utilisation, multi-purpose projects, water scarcity, need for conservation and management, rainwater harvesting. Multi-purpose river projects and integrated water resources management.</p> <p>Chapter 4- Agriculture: Types of farming, various farming methods, spatial distribution of major crops, cropping pattern, technological and institutional reforms; their impact; contribution of Agriculture to national economy, impact of globalisation on agriculture. Note: Content of pg no. 44-47 of</p>

	<p>NCERT Textbook is to be deleted. (Chapter 4) Map work (3 marks)</p> <p>DEMOCRETIC POLITICS</p> <p>Chapter 3&4-Democracy and Diversity & Gender Religion and Caste: Differences, similarities, divisions. Politics of social divisions. Gender and politics? Religion, communalism and politics. Secular state, caste and ethnicity in politics.</p>
August	<p>ECONOMICS</p> <p>Chapter 1-. Development: The traditional notion of development; National Income and Per-capita Income. Growth of NI - 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 .</p> <p>HISTORY</p> <p>Sub-unit 1.3 : Everyday Life, Culture and Politics</p> <p>Any one of the following themes:</p> <p>Chapter 7- Print Culture and the Modern World:</p> <p>The history of print in Europe. The growth of press in nineteenth century India. Relationship between print culture, public debate and politics. Society and print, Discuss the link between print culture and the circulation of ideas;</p> <p style="text-align: center;">OR</p> <p>Chapter 8- Novels, Society and History:</p> <p>Emergence of the novel as a genre in the west. The relationship between the novel and changes in modern society. Early novels in nineteenth century India. A study of two or three major writers. Forms of writing - Specific history, and reflection on historical changes within society and the forces of change. The</p>

	<p>ideas of writers who have had a powerful impact on society.</p> <p>GEOGRAPHY- Contemporary India- II</p> <p>Chapter 5-. Minerals and Energy Resources:</p> <p>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.</p> <p>ECONOMICS-</p> <p>Chapter 2-. Sectors of the Indian Economy:</p> <p>Sectors of Economic Activities; Historical change in sectors; Rising importance of tertiary sector; Employment Generation; Division of Sectors- Organized and Unorganized; Protective measures for unorganized sector workers.</p> <p>Suggested Activities / Instructions:</p> <p>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.</p>
September	<p>ECONOMICS-</p> <p>Chapter 3-. Money and Credit:</p> <p>Role of money in an economy: Historical origin; Formal and Informal financial institutions for Savings and Credit - General Introduction; formal institution such as a nationalized commercial bank and informal institutions; Local money lenders, landlords, self help groups, chit funds and private finance companies.</p> <p>(Note : Ch-3 will also be evaluated in theory)</p> <p>DEMOCRATIC POLITICS</p>

	<p>Chapter 5-Popular Struggles and Movements</p> <p>(Note : Ch-5 is to be done as project work only and will not be evaluated in theory)</p> <p>Chapter 6 - Political Parties:</p> <p>Meaning, need and functions of political parties, What role do political parties play in competition and contestation? Introduction to major political parties in the country</p>
October	<p>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.</p> <p>Sub-unit 1.1 :Events and processes (Any two of the following themes)</p> <p>Chapter 1- The Rise of Nationalism in Europe The growth of nationalism in Europe after the 1830s. The ideas of Giuseppe Mazzini, etc. General characteristics of the movements in Poland, Hungary, Italy, Germany and Greece. Nationalism developed with the formation of nation states in Europe in the post-1830 period. The idea of the nation states became generalized in Europe and elsewhere.</p> <p style="text-align: center;">OR</p> <p>Chapter 2- The Nationalist Movement in Indo - China:</p> <p>Factors Leading to Growth of Nationalism in Indo-China</p> <p>French colonialism in Indo-China. Hygiene, disease and everyday resistance, The dilemma of colonial education. The second world war and the liberation struggle. America and the second Indo-China war. The communist movement and Vietnamese nationalism,</p> <p>GEOGRAPHY</p> <p>Chapter 6- Manufacturing Industries: Importance, types,</p>

	<p>spatial distribution (Note: on map only) and 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 deliver in class room during instruction.</p>
November	<p>HISTORY</p> <p>Chapter 3-. Nationalism in India: (COMPULSARY CHAPTER)</p> <p>First world war, Khilafat, Non-Cooperation and Civil Disobedience Movement, Salt Satyagraha, Movements of peasants, workers, tribals. Activities of different political groups. The characteristics of Indian nationalism during Civil Disobedience Movement. The nature of the diverse social movements of the time. The writings and ideals of different political groups.</p> <p>Map work based on theme 3 only.</p> <p>Chapter 7-. Life Lines of National Economy The importance of transport and communication in the ever shrinking world. Transport types - Road, Sea, Airways, Pipeline. The role of trade in the economic development of a country. Tourism as a trade. Map work</p> <p>ECONOMICS-</p> <p>Chapter 4- Globalisation and the Indian Economy: What is Globalisation? Factors, WTO, Impact, Fair Globalization. How India is being globalised? Development Strategy prior to 1991.</p> <p>Economic Reforms 1991; Strategies adopted in Reform measures, Production across countries, Foreign trade and Interaction of Markets Suggested Activities/Instructions Provide many examples of service sector activities. Use numerical</p>

	<p>examples, charts and photographs.</p> <p>Chapter 5- Consumer Rights: How consumer is exploited (one or two simple case studies) factors causing exploitation of consumers; Rise of consumer awareness; how consumer should be in a market; role of government in consumer protection. Making the child aware of her rights and duties as a consumer; The legal measures available to protect from being exploited in markets.</p> <p>Suggested Activities / Instructions</p> <p>Collect logos of standards available for various goods and services. Visit a consumer court nearby and discuss in the class the proceedings; Collect stories of consumer exploitation and grievances from newspapers and consumer courts</p>
December	<p>DEMOCRATIC POLITICS-</p> <p>Chapter 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? Evaluating Indian democracy on some key dimensions: development, security and dignity for the people. Understand the causes for continuation of democracy in India.</p> <p>Chapter 8- Challenges to Democracy: What are the major challenges to democracy? How can democracy be reformed and deepened? Sources of strength and weaknesses of India democracy. What role can an ordinary citizen play in deepening democracy?</p> <p>REVISION / MOCK TEST / PRE- BOARD EXAM PREPARATION</p> <p>MAP WORK, ASSIGNMENTS, PROJECTS AND ACTIVITIES FOR THE SESSION</p> <p>Suggested Activities, Project / Instructions:</p>

• 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 activity may be taken up.

ECONOMICS

CHAPTER 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.

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

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

Class — X Project Work:

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).

	<p>Tsunami</p> <p>Safer Construction Practices</p> <p>Survival Skills</p> <p>Alternate Communication systems during disasters Sharing Responsibility</p> <p style="text-align: center;">OR</p> <p>2. Popular Struggles and Movements</p> <p style="text-align: center;">OR</p> <p>3. Money and Credit</p> <p>The project have been carefully designed so as to —</p> <ol style="list-style-type: none"> 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 <p>The distribution of marks over different aspects relating to Project Work is as follows:</p> <p>ASPECTS and - MARKS</p> <ol style="list-style-type: none"> 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 <p>The projects carried out by t he students in different topics should subsequently be shared among themselves through</p>
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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.

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)

(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: Salal, Bhakra Nangal, Tehri, Rana Pratap Sagar, Sardar Sarovar, Hirakud, Nagarjuna Sagar, 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 & deposits:** Beawar, The Chota Nagpur plateau, Koderma Gaya —Hazaribagh belt of Jharkhand, Ajmer, Nellore mica belt
- (III) **Coal mines :** Raniganj, Jharia, Bokaro, Talcher,

	<p>Korba, Singrauli, Singareni, Neyvali</p> <p>(IV) Oil Fields : Digboi, Naharkatia, Mumbai High, Bassien, Kalol, Ankaleshwar</p> <p>(V) Bauxite Deposits: The Amarkantak plateau, Maikal hills, The plateau region of Bilaspur- Katni., Orissa Panchpatmali deposits in Koraput dist.</p> <p>Power Plants:</p> <p>(Locating and Labelling only)</p> <p>(a) Thermal : Namrup, Talcher, Singrauli, Harduaganj, Korba, Uran, Ramagundam, Vijaywada, Tuticorin</p> <p>(b) Nuclear: Narora, Rawat Bhata, Kakrapara, Tarapur, Kaiga, Kalpakkam</p> <p>Chapter 6: Manufacturing Industries Locating and Labelling Only</p> <p>(1) Cotton Textile Industries: Mumbai, Indore, Ahmedabad, Surat, Kanpur, Coimbatore, Madurai</p> <p>(2) Iron and Steel Plants: Burnpur, Durgapur, Bokaro, Jamshedpur, Raurkela, Bhilai, Vijaynagar, Bhadravati, Vishakhapatnam, Salem</p> <p>(3) Software Technology Parks: Mohali, Noida, Jaipur, Gandhinagar, Indore, Mumbai, Pune, Kolkata, Bhubaneshwar, Vishakhapatnam, Hyderabad, Bangalore, Mysore, Chennai, Thiruvananthapuram</p> <p>Chapter 7 Lifelines of National Economy.</p> <p>Identification Only: Golden Quadrilateral, North-South Corridor, East-West Corridor.</p> <p>National Highways: NH-1, NH-2, NH-7</p> <p>Locating and Labelling:</p> <p>Major Ports: Kandla, Mumbai, Jawahar Lal Nehru, Marmagao,</p>
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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

NOTE — FINAL TERM END (BOARD) EXAM WILL COVER THE WHOLE SYLLABUS OF CLASS X i.e. APRIL 2017 — FEB 2018