

ANNUAL CURRICULUM PLANNER

CLASS : X

SESSION : 2018-19

SOCIAL SCIENCE (CBSE SUBJECT Code No. 087)

COURSE STRUCTURE CLASS X

Time: 3 Hrs.

Max. Marks: 80

NO.	Units	Marks	Periods
I	India and the Contemporary World - II	20	60
II	Contemporary India - II	20	55
III	Democratic Politics - II	20	50
IV	Economics	20	50
TOTAL		80	215

ASSESSMENT SCHEDULE/FORMAT

The Assessment Format & weightage of marks for classes X will be as under:

CLASS	ASSESSMENT I*	ASSESSMENT II*	NOTE BOOK SUBMISSION	SUBJECT ENRICHMENT ACTIVITY	CASE	TOTAL
X	5	5	5	5	80	100

NOTE: OUT OF THREE P.A. MARKS BEST TWO WILL BE CONSIDERED FOR INTERNAL ASSESSMENT * – 10 MARKS

Notebook Submission (05 Marks): Notebook submission as a part of Internal Assessment is aimed at enhancing seriousness of students towards preparing notes on the topics being taught in the classroom as well as the assignments. This also addresses the critical aspect of regularity, punctuality, neatness and notebook upkeep.

Subject Enrichment Activities (05 Marks): These are subject specific application activities aimed at enrichment of the understanding and skill development. These activities are to be recorded internally by the concerned subject teachers.

Guidelines issued by CBSE for classes IX & X to be followed by all the Govt & Govt Aided schools.

TERM WISE SYLLABUS (SESSION 2018-2019)
FIRST /MID TERM (APRIL 2018 TO SEPTEMBER 2018)
CONTENT
HISTORY : India and the Contemporary World - II

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-units 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 one from 1 and 2 of the following themes**

1. The Rise of Nationalism in Europe: . (Chapter 1)

(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.

OR

2. The Nationalist Movement in Indo - China: . (Chapter 2)

(a) Factors Leading to Growth of Nationalism in Indo-China (a) French colonialism in Indo-China.

(b) Phases of struggle against the French. (c) The ideas of Phan Chu Trinh, Phan Boi Chau, HO Chi Minh

(d) The Second World War and the liberation struggle. (e) America and the Vietnam war 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 Formath required nation states became generalized in Europe and elsewhere.
- Discuss the difference between French colonialism in Indo-China 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 Indo China 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. 16

3. Nationalism in India: (Chapter3)

(a) Impact of First world war, Khilafat, NonCooperation and Differing Strands within the Movement.

(b) Salt Satyagraha. (c) Movements of peasants, workers, tribals. (d) Limits of Civil Disobedience.

(e) The Sense of Collective Belonging

GEOGRAPHY Contemporary India - II

1.Resources and Development: . (Chapter 1)

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

3. Water Resources: (Chapter 3)

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

4. Agriculture: (Chapter 4)

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.

5. Minerals and Energy Resources: (Chapter 5)

Types of minerals, distribution (Note: on map only) use and economic importance of minerals, conservation, types of power resources: conventional and nonconventional, distribution and utilization, and conservation.

POLITICAL SCIENCE : Democratic Politics - II

1.Power Sharing (Chapter 1)

Why and how is power shared in democracies? How has federal division of power in India helped national unity?

2. Federalism: (Chapter 2)

To what extent has decentralisation achieved this objective? How does democracy accommodate different social groups

Democracy and Diversity : (Chapter 3)

Are divisions inherent to the working of democracy?

4.Gender, Religion and Caste: (Chapter 4)

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?

Economics

1.Development: (Chapter 1)

The traditional notion of development; National Income and Percapita 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 ofthe Indian Economy(Chapter 2)

:*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.

3.Money and Credit: (Chapter 3)

Role of money in an economy: Formal and Informal financial institutions for Savings andCredit-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.

(Note : Ch-3 will also be evaluated in theory)

Revision of syllabus for Mid -Term Exam/periodic Assessment 1

SECOND/FINAL TERM (OCTOBER 2018 TO FEBRUARY 2019)

HISTORY : India and the Contemporary World - II

Sub-unit 1.2: Livelihoods, Economies and Societies: Any one of the following themes:

4. The making of a Global World: . (Chapter 4)

- (a) The Pre-modern world (b) The Nineteenth Century Global Economy (Colonialism) (c) The Inter war Economy (Great Depression) (d) Rebuilding the World Economy

OR

5. The Age of Industrialization : . (Chapter 5)

- (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

OR

6. Work, Life & Leisure : . (Chapter 6)

- (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: . (Chapter 7)

- (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

OR

8. Novels, Society and History: (Chapter 8)

- (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

GEOGRAPHY: Contemporary India - II

6. Manufacturing Industries: (Chapter 6)

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 : (Chapter 7)

Importance of means of Communication and transportation, Trade & Tourism ,Types of transportation,

POLITICAL SCIENCE : Democratic Politics - II

6. Popular Struggles and Movements (Chapter 6)

(Note : Ch-5 is to be done as project work only and will not be evaluated in theory)

7. Political Parties: (Chapter 7)

What role do political parties play in competition and contestation? Which are the major national and regional parties in India? 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?

8. Challenges to Democracy: (Chapter 8)

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?

ECONOMICS

4.Globalisation and the Indian Economy: (Chapter 4)

Production across countries, Foreign trade and Interaction of Markets, what is Globalization? Factors, WTO, Impact, Fair Globalization

5.Consumer Rights: (Chapter 5)

***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

SYLLABUS SHOULD BE COMPLETED BY NOVEMBER 2018 AND

1.Revision of Syllabus for P.A 2,P.A 3 & CASE-2019

2.Revision from Support Material

3.Revision from sample question papers from CBSE & DoE SHOULD BE DONE THEREAFTER.

SUGGESTED Projects/Activities / Instructions:

GEOGRAPHY

- 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

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 nearby and discuss in the class the proceedings; Collect stories of consumer exploitation and grievances from newspapers and consumer courts

CLASS- X (2018-2019)

LIST OF MAP ITEMS FOR SOCIAL SCIENCE

Subject - History

Outline Political Map of India

Chapter-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

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: (1)Mayurbhanj (2)Durg (3)Bailadila (4) Bellary (5)Kudremukh

(II) Mica mines: (1)Ajmer (2)Beawar (3)Nellore (4)Gaya (5) Hazaribagh

(III) Coal mines: (1)Raniganj (2) Jharia (3)Bokaro (4)Talcher (5)Korba (6) Singrauli (7)Singareni
(8)Neyvali

(IV) Oil Fields: (1)Digboi (2)Naharkatia (3) Mumbai High (4)Bassien (5)Kalol (6)Ankaleshwar

(V) Bauxite Deposits: (1)The Amarkantak plateau (2)Maikal hills (3)The plateau region of Bilaspur-Katni
Orissa (4)Panchpatmali deposits in Koraput district

(VI) Mica deposits: (1)The Chota Nagpur plateau Koderma Gaya-Hazaribagh belt of Jharkhand (2)Ajmer
Nellore mica belt

Power Plants: (Locating and Labelling only)

(a) Thermal : (1)Namrup (2)Talcher (3) Singrauli (4)Harduaganj (5) Korba (6)Uran (7)Ramagundam (8)Vijaywada (9)Tuticorin

(b) Nuclear: (1)Narora (2)Rawat Bhata (3)Kakrapara (4)Tarapur (5)Kaiga (6) Kalpakkam

Chapter 6: Manufacturing Industries Locating and Labelling Only

(I) Cotton Textile Industries: (1)Mumbai (2)Indore (3)Ahmedabad (4)Surat (5)Kanpur (6)Coimbatore (7)Madurai

(II) Iron and Steel Plants: (1)Burnpur (2) Durgapur (3)Bokaro (4)Jamshedpur (5)Raurkela (6)Bhilai (7)Vijaynagar (8)Bhadravati (9)Vishakhapatnam (10)Salem

(III) Software Technology Parks: (1)Mohali (2)Noida (3) Jaipur (4) Gandhinagar (5)Indore (6)Mumbai (7)Pune (8) Kolkata (9) Bhubaneshwar (10)Vishakhapatnam (11)Hyderabad (12)Bangalore (13)Mysore (14)Chennai (15)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.

Class - X 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 X curriculum of Disaster Management only).

OR

2. Popular Struggles and Movements

OR

3. Money and Credit

The project has to be 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 project carried out by the students 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 the 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. The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

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. Economics, Published by NCERT
5. Together,towards a safer India part-III, a text book on Disaster Management for class –X, Published by NCERT

QUESTION PAPER DESIGN – SOCIAL SCIENCE**CLASS -X SESSION 2018-19**

No.	Typology of Questions	Very Short Answer (VSA) 1 Mark	Short Answer (SA) 3 Marks	Long Answer (LA) 5 Marks	Total Marks	% Weightage
1	Remembering (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite information)	----	2	2	16	20%
2	Understanding (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	3	1	2	16	20%
3	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)	2	3	2	21	26%
4	High 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)	2	3	1	16	20%
5	Creating, Evaluation and Multi-Disciplinary (Generating new ideas, product or ways of viewing things, appraise, judge, and/or justify)	----	2	----	6	08%
6	Map Skill	----	----	1	5*	06%
7	Total	1(7)=7	3(11)=33	5(8)=40	80(26)	100%

*01 Map question of 5 marks having 5 items carrying 01 mark each.