

## SOCIAL SCIENCE

(Code No. 087)

2018-19

### Rationale

Social Science is a compulsory subject upto 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 Geography, History, 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.
- to 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.
- to 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.
- to 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.
- to 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.
- to 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.
- to facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity.
- to develop an appreciation of the richness and variety of India's heritage-both

natural and cultural and the need for its preservation.

- to promote an understanding of the issues and challenges of contemporary India- environmental, economic and social, as part of the development process.
- to 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.
- to develop scientific temper 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.
- to 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.
- to develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

**SOCIAL SCIENCE (087)**  
**COURSE STRUCTURE CLASS - X (Session 2018-19)**

Time: 3 Hrs.

Marks: 80

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

Themes	Objectives
<p><i>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.</i></p> <p><i>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.</i></p> <p><i>Sub-unit 1.1 : Events and processes: Any one from 1 and 2 of the following themes</i></p> <p><b>1. The Rise of Nationalism in Europe:</b> (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)</p> <p><b>2. The Nationalist Movement in Indo - China:</b> 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. (Chapter 2)</p>	<ul style="list-style-type: none"> <li>• The theme will discuss the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period.</li> <li>• Discuss the relationship/difference between European nationalism and anti-colonial nationalisms.</li> <li>• Point to the way the idea of the Formath required nation states became generalized in Europe and elsewhere.</li> <li>• Discuss the difference between French colonialism in Indo-China and British colonialism in India.</li> <li>• Outline the different stages of the anti-imperialist struggle in Indo-China.</li> <li>• Familiarize the students with the differences between nationalist movements in Indo China and India.</li> <li>• Discuss the characteristics of Indian nationalism through a case study of Civil Disobedience Movement.</li> <li>• Analyze the nature of the diverse social movements of the time.</li> </ul>

<p><b>3. Nationalism in India:</b>                  (a) Impact of First world war, Khilafat, Non-Cooperation 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. (Chapter 3)</p>	<ul style="list-style-type: none"> <li>Familiarize students with the writings and ideals of different political groups and individuals, notably Mahatma Gandhi.</li> </ul>
<p>Sub-unit 1.2: Livelihoods, Economies and Societies:                  Any one of the following themes:  <b>4. The making of a Global World:</b>                  (a) The Pre-modern world (b) The Nineteenth Century Global Economy (Colonialism) (c) The Inter war Economy (Great Depression) (d) Rebuilding the World Economy  <b>5. The Age of Industrialization :</b>                  (a) Proto-industrialization and pace of industrial change (b) Life of workers (c) Industrialization in the colonies (d) Early Entrepreneurs &amp; Workers (e) The Peculiarities of Industrial Growth (f) Market for Goods  <b>6. Work, Life &amp; Leisure :</b>                  (a) Development of modern cities due to Industrialization in London &amp; 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):  <b>7. Print Culture and the Modern World:</b>                  (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)</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 students with the Proto-Industrial phase and Early - factory system.</li> <li>To make them understand, about the process of industrialization and its impact on labour class.</li> <li>To explain them about industrialization in the colonies in reference to Textile industries.</li> <li>Show the difference between urbanization in two different contexts. A focus on Bombay and London will allow the discussions on urbanization and industrialization to complement each other.</li> <li>Discuss the link between print culture and the circulation of ideas.</li> <li>Familiarize students with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past.</li> </ul>

<p><b>8. Novels, Society and History:</b>          (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)</p>	<ul style="list-style-type: none"> <li>• Show that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.</li> <li>• Familiarize students with some of the ideas of writers who have had a powerful impact on society.</li> </ul>
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## Unit 2: Contemporary India - II

55 Periods

Themes	Objectives
<p><b>1. Resources and Development:</b> 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)</p> <p><b>3. Water Resources:</b> Sources, distribution, utilisation, multi-purpose projects, water scarcity, need for conservation and management, rainwater harvesting. (One case study to be introduced) (Chapter 3)</p> <p><b>4. Agriculture:</b> 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)</p>	<ul style="list-style-type: none"> <li>• Understand the value of resources and the need for their judicious utilisation and conservation.</li> <li>• Understand the importance of water as a resource as well as develop awareness towards its judicious use and conservation.</li> <li>• Understand the importance of agriculture in national economy.</li> <li>• 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.</li> <li>• Explain various government policies for institutional as well as technological reforms since independence.</li> </ul>

<p><b>5. Minerals and Energy Resources:</b> 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)</p> <p><b>6. Manufacturing Industries:</b> Types, spatial distribution (Note: on map only) contribution of industries to the national economy, industrial pollution and degradation of environment, measures to control degradation. <b>Note :</b> 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.</p> <p><b>7. Life Lines of National Economy :</b> Importance of means of Communication and transportation, Trade &amp; Tourism (Chapter 7)</p>	<ul style="list-style-type: none"> <li>• Discuss various types of minerals as well as their uneven nature of distribution and explain the need for their judicious utilisation.</li> <li>• Discuss various types of conventional and non- conventional resources and their utilization.</li> <li>• Discuss 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.</li> <li>• Discuss the need for a planned industrial development and debate over the role of government towards sustainable development.</li> <li>• To explain the importance of transport and communication in the ever shrinking world.</li> <li>• To understand the role of trade in the economic development of a country.</li> </ul>
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**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 activity may be taken up.

## Unit 3: Democratic Politics - II

50 Periods

Themes	Objectives
<p><b>1 &amp; 2. Power Sharing &amp; Federalism:</b> 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&amp;2)</p> <p><b>3&amp;4. Democracy and Diversity &amp; Gender, Religion and Caste:</b> 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 &amp; 4)</p> <p><b>5. Popular Struggles and Movements</b> (Note : Ch-5 is to be done as project work only and will not be evaluated in theory)</p> <p><b>6. Political Parties:</b> What role do political parties play in competition and contestation? Which are the major national and regional parties in India? (Chapter 6)</p> <p><b>7. Outcomes of Democracy:</b> 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)</p>	<ul style="list-style-type: none"> <li>• Introduce students to the centrality of power sharing in a democracy.</li> <li>• Understand the working of spatial and social power sharing mechanisms.</li> <li>• Analyse federal provisions and institutions.</li> <li>• Understand the new Panchayati Raj institutions in rural and urban areas.</li> <li>• Analyse the relationship between social cleavages and political competition with reference to Indian situation.</li> <li>• Understand and analyse the challenges posed by communalism to Indian democracy.</li> <li>• Understand the enabling and disabling effects of caste and ethnicity in politics.</li> <li>• Develop a gender perspective on politics.</li> <li>• Understand the vital role of struggle in the expansion of democracy.</li> <li>• Analyse party systems in democracies.</li> <li>• Introduction to major political parties in the country.</li> <li>• Analyse the role of social movements and non-party political formations.</li> <li>• Introduction to the difficult question of evaluating the functioning of democracies.</li> <li>• Develop the skills of evaluating Indian democracy on some key dimensions: development, security and dignity for the people.</li> </ul>

<p><b>8. Challenges to Democracy:</b> 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)</p>	<ul style="list-style-type: none"> <li>• Understand the causes for continuation of democracy in India.</li> <li>• Distinguish between sources of strength 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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## Unit 4: Understanding Economic Development

50 Periods

Themes	Objectives
<p><b>1. Development:</b> 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.</p> <p><b>2. Sectors of the Indian Economy:</b> *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)</p> <p><b>3. Money and Credit: Role of money in an economy:</b> 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)</p>	<ul style="list-style-type: none"> <li>• Familiarisation of some macroeconomic concepts.</li> <li>• Sensitizing the child about the rationale for overall human development in our country, which include the rise of income, improvements in health and education rather than income.</li> <li>• It is necessary to raise question in minds of the children whether the increase in income alone is sufficient for a nation.</li> <li>• How and why people should be healthy and provided with education.</li> <li>• To make aware of a major employment generating sector.</li> <li>• Sensitise the learner of how and why governments invest in such an important sector.</li> <li>• Familiarize the concept of money as an economic concept.</li> <li>• Create awareness of the role of financial institutions from the point of view of day-to- day life.</li> </ul>



<p><b>4. Globalisation and the Indian Economy:</b> Production across countries, Foreign trade and Interaction of Markets, what is Globalization? Factors, WTO, Impact, Fair Globalization (Chapter 4)</p> <p><b>5. Consumer Rights:</b> ***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)</p>	<ul style="list-style-type: none"><li>• Provide children with some idea about how a particular economic phenomenon is influencing their surroundings and day-to-day life.</li><li>• Making the child aware of her rights and duties as a consumer;</li><li>• Familiarizing the legal measures available to protect from being exploited in markets.</li></ul>
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**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 nearby and discuss in the class the proceedings; Collect stories of consumer exploitation and grievances from newspapers and consumer courts.

**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 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:

- o objectives realized through individual or group interactions;
- o calendar of activities;
- o innovative ideas generated in this process ;
- o 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 - SOCIAL SCIENCE**  
**CLASS - X SESSION 2018-19**

S. 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%
	Total	1x7=7	3x11 = 33	5x8 = 40	80 (26)	100%

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

**CLASS -X 2018-2019**  
**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:**

(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  
Bhubaneshwar  
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.