

# 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.

### COURSE STRUCTURE CLASS IX

Time: 3 Hrs.

Max. Marks: 80

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

## Unit 1: India and the Contemporary World - I

60 Periods

Themes	Objectives
<p>Three themes in the first sub-unit and one each from the second sub unit could be studied.</p> <p><i>Sub-unit 1.1 : Events and processes:(All the three themes are compulsory)</i></p> <p>In this unit the focus is on three events and processes that have in major ways shaped the identity of the modern world. Each represents a different form of politics, and a specific combination of forces. One event is linked to the growth of liberalism and democracy, one with socialism, and one with a negation of both democracy and socialism.</p> <p><b>I. The French Revolution:</b></p> <p>(a) The Ancient Regime and its crises.            (b) The social forces that led to the revolution. (c) The different revolutionary groups and ideas of the time. (d) The legacy. (Chapter-1)</p> <p><b>II. Socialism in Europe and the Russian Revolution:</b></p> <p>(a)The crises of Tzarism. (b) The nature of social movements between 1905 and 1917. (c) The First World War and foundation of Soviet state. (d) The legacy. (Chapter 2)</p> <p><b>III. Nazism and the Rise of Hitler:</b></p> <p>(a)The growth of social democracy (b) The crises in Germany. (b) The basis of Hitler’s rise to power. (c) The ideology of Nazism. (d) The impact of Nazism.            (Chapter 3)</p>	<ul style="list-style-type: none"> <li>• In each of the themes in this unit students would be made familiar with extracts of speeches, political declarations, as well as the politics of caricatures, posters and engravings. Students would learn how to interpret these kinds of historical evidences.</li> <li>• Familiarize students with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it.</li> <li>• Show how written, oral and visual material can be used to recover the history of revolutions.</li> <li>• Explore the history of socialism through a study of the Russian revolution.</li> <li>• Familiarize students with the names of people involved, the different types of ideas that inspired the revolution.</li> <li>• Discuss the critical significance of Nazism in shaping the politics of modern world.</li> <li>• Familiarize students with the speeches and writings of Nazi leaders.</li> </ul>

<p><b>Sub-unit 1.2: Livelihoods, Economies and Societies:</b></p> <p>The themes in this section will focus on how different social groups grapple with the changes in the contemporary world and how these changes affect their lives.</p> <p><i>Any one theme of the following:</i></p> <p><b>IV. Forest Society and Colonialism:</b></p> <p>(a) Relationship between forests and livelihoods. (b) Changes in forest societies under colonialism.</p> <p>Case studies: Focus on two forest movements one in colonial India (Bastar) and one in Indonesia. (Chapter 4)</p> <p><b>V. Pastoralists in the Modern World:</b></p> <p>(a) Pastoralism as a way of life. (b) Different forms of pastoralism. (c) What happens to pastoralism under colonialism and modern states?</p> <p>Case studies: Focus on two pastoral groups, one from Africa and one from India. (Chapter 5)</p> <p><b>VI. Peasants and Farmers:</b></p> <p>(a) Histories of the emergence of different forms of farming and peasant societies.</p> <p>(b) Changes within rural economies in the modern world.</p> <p>Case studies: Focus on contrasting forms of rural change and different forms of rural societies (expansion of large-scale wheat and cotton farming in USA, rural economy and the Agricultural Revolution in England, and small peasant production in colonial India) (Chapter 6)</p>	<ul style="list-style-type: none"> <li>• Discuss the social and cultural world of forest communities through the study of specific revolts.</li> <li>• Understand how oral traditions can be used to explore tribal revolts.</li> <li>• Point to the varying patterns of developments within pastoral societies in different places.</li> <li>• Look at the impact of colonialism on forest societies, and the implication of scientific forestry.</li> <li>• Show the different processes through which agrarian transformation may occur in the modern world.</li> <li>• Consider what happens to pastoralists and pastoralism in the modern world, with the formation of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets.</li> <li>• Understand how agricultural systems in India are different from that in other countries.</li> <li>• Familiarize students with the idea that large scale farming, small scale production, shifting agriculture operate on different principles and have different histories.</li> </ul>
--	--

## Unit 2: Contemporary India - I

55 Periods

Themes	Objectives
<p><b>1. India - Size and Location</b></p> <p><b>2. Physical Features of India:</b> Relief, structure, major physiographic unit.</p> <p><b>3. Drainage:</b> Major rivers and tributaries, lakes and seas, role of rivers in the economy, pollution of rivers, measures to control river pollution. (Chapter 3)</p> <p><b>4. Climate:</b> Factors influencing the climate; monsoon- its characteristics, rainfall and temperature distribution; seasons; climate and human life. (Chapter 4)</p> <p><b>5. Natural Vegetation and Wild Life:</b> Vegetation types, distribution as well as altitudinal variation, need for conservation and various measures. Major species, their distribution, need for conservation and various measures.</p> <p><b>6. Population:</b> Size, distribution, age-sex composition, population change-migration as a determinant of population change, literacy, health, occupational structure and national population policy: adolescents as under-served population group with special needs. (Chapter 6)</p> <p>Note: Data of pg 53, 54 is to be updated by the teacher in the Text Book NCERT, Class IX Geography.</p>	<ul style="list-style-type: none"> <li>• To understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types.</li> <li>• To understand the river systems of the country and explain the role of rivers in the evolution of human society.</li> <li>• To identify the various factors influencing the climate and explain the climatic variation of our country and its impact on the life of the people.</li> <li>• To explain the importance and unifying role of monsoons.</li> <li>• To find out the nature of diverse flora and fauna as well as their distribution.</li> <li>• To develop concern about the need to protect the biodiversity of our country.</li> <li>• To analyse the uneven nature of population distribution and show concern about the large size of our population.</li> <li>• To understand the various occupations of people and explain various factors of population change.</li> <li>• To explain various dimensions of national policy and understand the needs of adolescents as under served group.</li> </ul>

**Project/Activity:** Learners may identify songs, dances, festivals and special food preparations associated with certain seasons in their particular region, and whether they have some commonality with other regions of India.

Collection of material by learners on the flora and fauna of the region in which their school is situated. It should include a list of endangered species of the region and also information regarding efforts being made to save them.

**Posters:**

- River pollution
- Depletion of forests and ecological imbalance

**Unit 3: Democratic Politics - I**

50 Periods

Themes	Objectives
<p><b>2. What is Democracy? Why Democracy?:</b>            What are the different ways of defining democracy? Why has democracy become the most prevalent form of government in our times? What are the alternatives to democracy? Is democracy superior to its available alternatives? Must every democracy have the same institutions and values? (Chapter 2)</p> <p><b>3. Constitutional Design:</b>            How and why did India become a democracy?            How was the Indian Constitution framed? What are the salient features of the Constitution? How is democracy being constantly designed and redesigned in India? (Chapter 3)</p> <p><b>4. Electoral Politics:</b>            Why and how do we elect representatives? Why do we have a system of competition among political parties? How has the citizens' participation in electoral politics changed? What are the ways to ensure free and fair elections? (Chapter 4)</p>	<ul style="list-style-type: none"> <li>• Develop conceptual skills of defining democracy</li> <li>• Understand how different historical processes and forces have promoted democracy</li> <li>• Developing a sophisticated defence of democracy against common prejudices</li> <li>• Develop a historical sense of the choice and nature of democracy in India</li> <li>• Introduction to the process of Constitution making</li> <li>• Develop respect for the Constitution and appreciation for Constitutional values</li> <li>• Recognise that Constitution is a living document that undergoes changes</li> <li>• Introduce the idea of representative democracy via competitive party politics</li> <li>• Familiarise with our electoral system and reasons for choosing this</li> <li>• Develop an appreciation of citizen's increased participation in electoral politics</li> <li>• Recognise the significance of the Election Commission</li> </ul>

<p><b>5. Working of Institutions:</b> How is the country governed? What does Parliament do in our democracy? What is the role of the President of India, the Prime Minister and the Council of Ministers? How do these relate to one another? (Chapter 5)</p> <p><b>6. Democratic Rights :</b> Why do we need rights in a constitution? What are the Fundamental Rights enjoyed by the citizen under the Indian constitution? How does the judiciary protect the Fundamental Rights of the citizen? How is the independence of the judiciary ensured? (Chapter 6)</p>	<ul style="list-style-type: none"> <li>• Provide an overview of central governmental structures</li> <li>• Sensitise to the key role of the Parliament and its procedures</li>   <li>• Distinguish between nominal and real executive authorities and functions</li> <li>• Understand the parliamentary system of executive's accountability to the legislature</li> </ul>
---	--

## Unit 4: Economics

50 Periods

Themes	Objectives
<p><b>1. The Story of Village Palampur:</b> Economic transactions of Palampore and its interaction with the rest of the world through which the concept of production (including three factors of production (land, labour and capital) can be introduced. (Chapter 1)</p> <p><b>2. People as Resource:</b> Introduction of how people become resource / asset; economic activities done by men and women; unpaid work done by women; quality of human resource; role of health and education; unemployment as a form of non utilisation of human resource; sociopolitical implication in simple form. (Chapter 2)</p> <p><b>3. Poverty as a Challenge:</b> Who is poor (through two case studies: one rural, one urban); indicators; absolute poverty (not as a concept but through a few simple examples)-why people are poor; unequal distribution of resources; comparison between countries; steps taken by government for poverty alleviation. (Chapter 3)</p> <p><b>4. Food Security in India:</b> Source of foodgrains, variety across the nation, famines in the past, the need for self-sufficiency, role of government in food security, procurement of foodgrains, overflowing of granaries and people without food, public distribution system, role of cooperatives in food security (foodgrains, milk and vegetables ration shops, cooperative shops, two-three examples as case studies) (Chapter 4)</p> <p><b>Note:</b> Current status of PDS mentioned in NCERT Class IX Economics to be deleted. (pg no. 49-51)</p>	<ul style="list-style-type: none"> <li>• Familiarising the children with some basic economic concepts through an imaginary story of a village.</li>   <li>• Familiarisation of a few population related concepts and sensitization of child that people as asset can participate and contribute in nation building.</li>   <li>• Understanding of poverty as a challenge and sensitization of the learner.</li> <li>• Appreciation of the government initiative to alleviate poverty.</li>   <li>• Exposing the child to an economic issue which is basic necessities of life.</li> <li>• Appreciate and critically look at the role of government in ensuring food supply.</li> </ul>



## **Suggested Activities / Instructions:**

### **Theme I:**

- Give more examples of activities done by different workers and farmers. Numerical problems can also be included.
- Some of the ways through which description of villages are available in the writings of Prem Chand, MN Srinivas and RK Narayan. They may have to be referred.

### **Theme II:**

- Discuss the impact of unemployment.
- Debate on whether all the activities done by women should be included or not.
- Is it necessary to reduce population growth or family size? Discuss.

### **Theme IV:**

- Visit a few farms in a village and collect the details of foodgrains cultivated.
- Visit a nearby ration shop and collect the details of goods available.
- Visit a regulated market yard and observe how goods are transacted and get the details of the places where the goods come and go.

## Class - IX

### Project Work:

05 Periods (5 Marks)

Every student has to compulsorily undertake one project on Disaster Management (Pertaining to class IX curriculum of Disaster Management only). 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 Disaster Management
- c) Relate theory with practice
- d) Relation of different aspects with life
- e) Provide hands on experience.

In order to realize the expected objectives completely, it would be required of the Principals / teachers to muster support from various local authorities and organizations like the Disaster Management Authorities, Relief, Rehabilitation and the Disaster Management Departments of the States, Office of the District Magistrate/ Deputy Commissioners, Fire Service, Police, Civil Defense etc. in the area where the schools are located. The teachers must ensure judicious selection of projects by students.

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:

- 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. 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 - I History - Published by NCERT
2. Contemporary India - I Geography - Published by NCERT
3. Democratic Politics - I Published by NCERT
4. Economics - Published by NCERT
5. Together, Towards a Safer India - Part II, a textbook on Disaster Management for Class IX - Published by CBSE

**QUESTION PAPER DESIGN - SOCIAL SCIENCE**  
**CLASS -IX 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-IX  
2018-2019**

**LIST OF MAP ITEMS FOR SOCIAL SCIENCE**

**Subject - History**

**Chapter-1: The French Revolution**

Outline map of France (For locating and labelling/Identification)

- Bordeaux
- Nantes
- Paris
- Marseilles

**Chapter-2: Socialism in Europe and the Russian Revolution**

Outline map of World (For locating and labelling/Identification)

- Major countries of First World War  
(Central Powers and Allied Powers)  
Central Powers - Germany, Austria-Hungary, Turkey (Ottoman Empire)  
Allied Powers - France, England, (Russia), America

**Chapter-3: Nazism and the Rise of Hitler**

Outline map of World (For locating and labelling/Identification)

- Major countries of Second World War  
Axis Powers - Germany, Italy, Japan  
Allied Powers - UK, France, Former USSR, USA
- Territories under German expansion (Nazi power)  
Austria, Poland, Czechoslovakia (only Slovakia shown in the map), Denmark,  
Lithuania, France, Belgium

## Subject-Geography

### CH-1: INDIA-SIZE AND LOCATION

1-India-States with Capitals, Tropic of Cancer, Standard Meridian (Location and Labelling)

### CH-2: PHYSICAL FEATURES OF INDIA

Mountain Ranges: The Karakoram, The Zasker, The Shivalik, The Aravali, The Vindhya, The Satpura, Western & Eastern Ghats

Mountain Peaks - K2, Kanchan Junga, Anai Mudi

Plateau -Deccan Plateau, Chotta Nagpur Plateau, Malwa Plateau

Coastal Plains- Konkan, Malabar, Coromandal & Northern Circar (Location and Labelling)

### CH-3: DRAINAGE

Rivers: (Identification only)

- a. The Himalayan River Systems-The Indus, The Ganges, and The Satluj
- b. The Peninsular rivers-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi

Lakes: Wular, Pulicat, Sambhar, Chilika, Vembanad, Kolleru

### CH-4: CLIMATE

1. Cities to locate: Thiruvananthapuram, Chennai, Jodhpur, Bangalore, Mumbai, Kolkata, Leh, Shillong, Delhi, Nagpur (Location and Labelling)
2. Areas receiving rainfall less than 20 cm and over 400 cm (Identification only)

### CH-5: NATURAL VEGETATION AND WILD LIFE

Vegetation Type : Tropical Evergreen Forest, Tropical Deciduous Forest, Thorn Forest, Montane Forests and Mangrove-  
For identification only

National Parks : Corbett, Kaziranga, Ranthambor, Shivpuri, Kanha, Simlipal & Manas

Bird Sanctuaries : Bharatpur and Ranganthitto

Wild life Sanctuaries : Sariska, Mudumalai, Rajaji, Dachigam (Location and Labelling)

### CH-6: POPULATION (location and labelling)

The state having highest and lowest density of population

The state having highest and lowest sex ratio

Largest and smallest state according to area

**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>
--	--

## 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>
--	---

**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>
---	--

## 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) <b>(Note : Ch-3 will also be evaluated in theory)</b></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>	<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> </ul>
<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>• 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>

**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.