

## COURSE STRUCTURE CLASS X

Time: 3 Hrs.

Marks: 90

Units		Term I	Term II
I	India and the Contemporary World - II	23	23
II	Contemporary India - II	23	23
III	Democratic Politics II	22	22
IV	Understanding Economic Development	22	22
V	Disaster Management-only through project work and assignments.	-	-
<b>Total</b>		<b>90</b>	<b>90</b>

The formative assessment will comprise of Projects, assignments, activities and Class Tests/periodic tests for which Board has already issued guidelines to the schools. The Summative assessment will comprise of Theory paper as per the prescribed design of the Question Paper.

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

45 Periods

Themes	Objectives
<p><b>Term I</b>  <b>Sub-unit 1.2: Livelihoods, Economies and Societies:</b>  <b>Any one of the following themes:</b>  <b>4. The making of Global World:</b> (a) Contrast between the form of industrialization in Britain and India. (b) Relationship between handicrafts and industrial production, formal and informal sectors. (c) Livelihood of workers. Case studies : Britain and India. (Chapter 4)  <b>5. The Age of Industrialisation:</b> (a) Patterns of urbanization (b) Migration and the growth of towns. (c) Social change and urban life. (d) Merchants, middle classes, workers and urban poor . (Chapter 5)  <b>Case Studies:</b> London and Bombay in the nineteenth and twentieth century.  <b>6. Work, Life and Leisure:</b> (a) Expansion and integration of the world market in the nineteenth and early twentieth century. (b) Trade and economy</p>	<ul style="list-style-type: none"> <li>• Discuss two different patterns of industrialization, one in the imperial country and another within a colony.</li> <li>• Show the relationship between different sectors of production.</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>• 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> </ul>

between the two Wars. (c) Shifts after the 1950s. (d) Implications of globalization for livelihood patterns. Case study : The post War International Economic order, 1945 to 1960s. (Chapter 6)

**Sub-unit 1.3 : Everyday Life, Culture and Politics Any one of the following themes:**

**7. Print Culture and the Modern World:**

(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)

**8. Novels, Society and History:**

(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)

**Term 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 two of the following themes:**

**1. The Rise of Nationalism in Europe:**

(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)

- Discuss how globalization is experienced differently by different social groups.

- Discuss the link between print culture and the circulation of ideas.

- Familiarize students with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past.

- Show that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.

- Familiarize students with some of the ideas of writers who have had a powerful impact on society.

- 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.

<p><b>2. The Nationalist Movement in Indo - China: Factors Leading to Growth of Nationalism in Indo-China</b>  (a) French colonialism in Indo-China. (b) Phases of struggle against the French. (c) The ideas of Phan Dinh Phung, Phan Boi Chau, Nguyen Ac Quoc (d) The second world war and the liberation struggle. (e) America and the second Indo-China war.  (Chapter 2)</p> <p><b>3. Nationalism in India:</b>  (a) First world war, Khilafat, Non-Cooperation and Civil Disobedience Movement. (b) Salt Satyagraha. (c) Movements of peasants, workers, tribals. (d) Activities of different political groups. (Chapter 3)</p> <p><b>Map work based on theme 3 only.</b>  (3 marks)</p>	<ul style="list-style-type: none"> <li>• Point to the way the idea of the 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> <li>• Familiarize students with the writings and ideals of different political groups and individuals, notably Mahatama Gandhi.</li> </ul>
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**Unit 2: Contemporary India - II**

**45 Periods**

Themes	Objectives
<p><b>Term I</b></p> <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>	<ul style="list-style-type: none"> <li>• Understand the value of resources and the need for their judicious utilisation and conservation.</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> </ul>

<p><b>2. Forest and Wild Life Resources:</b> Types and distribution, depletion of flora and fauna; conservation and protection of forest and wild life. (Chapter 2)</p>	<ul style="list-style-type: none"> <li>• Explain various government policies for institutional as well as technological reforms since independence.</li> <li>• Understand the importance of forest and wild life in our environment as well as develop concept towards depletion of resources.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Understand the importance of agriculture in national economy.</li> <li>• Understand the importance of water as a resource as well as develop awareness towards its judicious use and conservation.</li> </ul>
<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. (Chapter 4)</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> </ul>
<p><b>Map work</b> (3 marks)</p>	<ul style="list-style-type: none"> <li>• Discuss various types of conventional and non- conventional resources and their utilization.</li> </ul>
<p><b>Term II</b></p>	
<p><b>5. Minerals and Energy Resources:</b> Types of minerals, distribution, use and economic importance of minerals, conservation, types of power resources: conventional and non- conventional, distribution and utilization, and conservation. (Chapter 5)</p>	<ul style="list-style-type: none"> <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> </ul>
<p><b>6. Manufacturing Industries:</b> Types, spatial distribution, contribution of industries to the national economy, industrial pollution and degradation of environment, measures to control degradation. (One case study to be introduced) (Chapter 6)</p>	<ul style="list-style-type: none"> <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>
<p><b>7. Life Lines of National Economy</b> (Chapter 7)</p>	
<p><b>Map work</b> (3 marks)</p>	

**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 activities may be taken up.

**Unit 3: Democratic Politics - II 45 Periods**

Themes	Objectives
<p><b>Term I</b></p> <p><b>1&amp;2.Power Sharing &amp; Federalism:</b></p> <p>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></p> <p>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>Term II</b></p> <p><b>5&amp;6.Popular Struggles and Movements &amp; Political Parties:</b> How do struggles shape democracy in favour of ordinary people? What role do political parties play in competition and contestation? Which are the major national and regional parties in India? Why have social movements come to occupy large role in politics? (Chapter 5&amp;6)</p>	<ul style="list-style-type: none"> <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>• 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>• 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> </ul>

<p><b>7. Outcomes of Democracy:</b></p> <p>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?</p> <p style="text-align: right;">(Chapter 7)</p> <p><b>8. Challenges to Democracy:</b></p> <p>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?</p> <p style="text-align: right;">(Chapter 8)</p>	<ul style="list-style-type: none"> <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> <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      45 Periods**

Themes	Objectives
<p><b>Term I</b></p> <p><b>1. Development:</b> 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 (in simple and brief as a holistic measure of development.</p> <p>The approach to this theme: Use case study of three states (Kerala, Punjab and Bihar) or take a few countries (India, China, Sri Lanka and one developed country) (Chapter 1)</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>	<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>• 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>Term II</b></p> <p><b>3. Money and Credit:</b> Role of money in an economy: Historical origin; 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, self help groups, chit funds and private finance companies. (Chapter 3)</p> <p><b>4. Globalisation and the Indian Economy:</b> **What is Globalisation (through some simple examples); How India is being globalised and why; Development Strategy prior to 1991. State Control of Industries : Textile goods as an example for elaboration; Economic Reforms 1991; Strategies adopted in Reform measures (easing of capital flows; migration, investment flows); Different perspectives on globalisation and its impact on different sectors; Political Impact of globalisation. (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>• 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>• Provide children with some idea about how a particular economic phenomenon is influencing their surroundings and day-to-day life.</li> </ul> <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>
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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.

**Unit 5: Disaster Management (Through Formative Assessment only)**

**10 Periods**

- Tsunami
- Safer Construction Practices
- Survival Skills
- Alternate Communication systems during disasters
- Sharing Responsibility

**Note:** Project, activities and other exercises in Unit 5 should encourage students to place ‘disasters’ and ‘disaster management in:

- (i) The wider context of Social Science knowledge as covered through History, Geography, Political Science and Economics textbooks of class IX/X.
- (ii) Other problems faced by our country and the world from time to time.

**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 FOR SOCIAL SCIENCE (CODE NO. 087) Class-X (SA-I) (2016-17)**

**Time: 3 Hours**

**Max. Marks: 90**

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	<b>Remembering</b> (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define or recite, information)	2	2	2	18	20%
2	<b>Understanding</b> (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	2	2	18	20%
3	<b>Application</b> (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	4	2	24	26%
4	<b>High Order Thinking Skills</b> (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	2	2	18	20%
5	<b>Creating, Evaluation and Multi-Creating Evaluation and Multi-Disciplinary</b> (Generating new ideas, product or ways of viewing things Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	-	3*	-	9	10%
6	Map	-	1	-	3	04%
	<b>Total</b>	<b>8x1=8</b>	<b>14x3=42</b>	<b>8x5=40</b>	<b>90</b>	<b>100%</b>

\*Map work in history in term - II only.

\*One question of 3 marks will be included to assess the values inherent in the texts.

**QUESTION PAPER DESIGN FOR SOCIAL SCIENCE (CODE NO. 087)**  
**Class-X (SA-II) (2016-17)**

**Time: 3 Hours**

**Max. Marks: 90**

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	<b>Remembering</b> (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define or recite, information)	2	2	2	18	20%
2	<b>Understanding</b> (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	1	2	15	17%
3	<b>Application</b> (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	4	2	24	26%
4	<b>High Order Thinking Skills</b> (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	2	2	18	20%
5	<b>Creating, Evaluation and Multi-Creating Evaluation and Multi-Disciplinary</b> (Generating new ideas, product or ways of viewing things Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	-	3*	-	9	10%
6	Map	-	2	-	6	7%
	<b>Total</b>	<b>8x1=8</b>	<b>14x3=42</b>	<b>8x5=40</b>	<b>90</b>	<b>100%</b>

\*One question of 3 marks will be included to assess the values inherent in the texts.