

# **SOCIAL SCIENCE**

## **CLASS IX-X (2021-22)**

### **CODE NO. (087)**

### **TERM WISE CURRICULUM**

Social Science is a compulsory subject up to secondary stage of school education. It is an integral component of general education because it helps the learners to understand 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 History, Geography, 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
- 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
- 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
- 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
- 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
- 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
- facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity
- develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation

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

## COURSE STRUCTURE CLASS IX (2021-22)

### TERM- I

<b>M. MARKS: 40</b>			
<b>No.</b>	<b>Units</b>	<b>No. of Periods</b>	<b>Marks</b>
I	India and the Contemporary World -1	17	10
II	Contemporary India – I	14	10
III	Democratic Politics – I	20	10
IV	Economics	20	10
	<b>Total</b>	<b>71</b>	<b>40</b>

### TERM- II

<b>M. MARKS: 40</b>			
<b>No.</b>	<b>Units</b>	<b>No. of Periods</b>	<b>Marks</b>
I	India and the Contemporary World -1	34	10
II	Contemporary India – I	24	10
III	Democratic Politics – I	18	10
IV	Economics	10	10
	<b>Total</b>	<b>86</b>	<b>40</b>

## COURSE CONTENT- IX

<b>TERM- I</b>	
<b>Unit 1: India and the Contemporary World – I</b>	
<b>Themes</b>	<b>Learning Objectives</b>
<p><b>Section 1: Events and Processes: (Theme one)</b></p> <p><b>I. The French Revolution</b></p> <ul style="list-style-type: none"> <li>• French Society during the late eighteenth century</li> <li>• The Outbreak of the Revolution</li> <li>• France abolishes Monarchy and Becomes a Republic</li> <li>• Did Women have a Revolution?</li> <li>• The Abolition of Slavery</li> <li>• The Revolution and Everyday Life</li> </ul>	<p><i>In this theme students would get familiarized with distinct ideologies, 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.</i></p> <ul style="list-style-type: none"> <li>• Familiarize with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it.</li> <li>• Know the use of written, oral and visual material to recover the history of revolutions.</li> </ul>
<b>Unit 2: Contemporary India – I</b>	
<b>Themes</b>	<b>Learning Objectives</b>
<p><b>1. India</b></p> <ul style="list-style-type: none"> <li>• Size and Location</li> <li>• India and the World</li> <li>• India’s Neighbours</li> </ul> <p><b>2. Physical Features of India</b></p> <ul style="list-style-type: none"> <li>• Major Physiographic Divisions</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the location of India in the Indian subcontinent.</li> <li>• 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> </ul>
<b>Unit 3: Democratic Politics – I</b>	
<b>Themes</b>	<b>Learning Objectives</b>
<p><b>1. What is Democracy? Why Democracy?</b></p> <ul style="list-style-type: none"> <li>• What is Democracy?</li> <li>• Features of Democracy</li> <li>• Why Democracy?</li> </ul>	<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> </ul>

<ul style="list-style-type: none"> <li>• Broader Meaning of Democracy</li> </ul> <p><b>2. Constitutional Design</b></p> <ul style="list-style-type: none"> <li>• Why do we need a Constitution?</li> <li>• Making of the Indian Constitution</li> <li>• Guiding Values of the Indian Constitution</li> </ul>	<ul style="list-style-type: none"> <li>• Develop 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>• Understand the process of Constitution making.</li> <li>• Develop respect for the Constitution and appreciation for Constitutional values.</li> <li>• Recognize Constitution as a dynamic and living document.</li> </ul>
<p><b>Unit 4: Economics</b></p>	
<p><b>Themes</b></p>	<p><b>Learning Objectives</b></p>
<p><b>1. The Story of Village Palampur</b></p> <ul style="list-style-type: none"> <li>• Overview</li> <li>• Organization of production</li> <li>• Farming in Palampur</li> <li>• Non-farm activities of Palampur</li> </ul> <p><b>2. People as Resource</b></p> <ul style="list-style-type: none"> <li>• Overview</li> <li>• Economic activities by men and women</li> <li>• Quality of Population</li> <li>• Unemployment</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize with basic economic concepts through an imaginary story of a village.</li> <li>• Understand the demographic concepts.</li> <li>• Understand how population can be an asset or a liability for a nation.</li> </ul>

**LIST OF MAP ITEMS  
CLASS IX (2021-22)**

**TERM – I**

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**SUBJECT - HISTORY**

**Chapter-1: The French Revolution**

Outline Political Map of France

- Bordeaux
- Nantes
- Paris
- Marseilles

**SUBJECT – GEOGRAPHY**

**Chapter -1: India-Size and Location**

- India-States with Capitals, Tropic of Cancer, Standard Meridian

**Chapter -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, Coromandel & Northern Circar

## COURSE CONTENT - IX

<b>TERM II</b>	
<b>Unit 1: India and the Contemporary World – I</b>	
<b>Themes</b>	<b>Learning Objectives</b>
<p><b>Section 1: Events and Processes: (Theme two and three)</b></p> <p><b>II. Socialism in Europe and the Russian Revolution</b></p> <ul style="list-style-type: none"> <li>• The Age of Social Change</li> <li>• The Russian Revolution</li> <li>• The February Revolution in Petrograd</li> <li>• What Changed after October?</li> <li>• The Global Influence of the Russian Revolution and the USSR</li> </ul> <p><b>III. Nazism and the Rise of Hitler</b></p> <ul style="list-style-type: none"> <li>• Birth of the Weimar Republic</li> <li>• Hitler's Rise to Power</li> <li>• The Nazi Worldview</li> <li>• Youth in Nazi Germany</li> <li>• Ordinary People and the Crimes Against Humanity</li> </ul>	<p><i>In each of these two themes in this unit students would get familiarized with distinct ideologies, 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.</i></p> <ul style="list-style-type: none"> <li>• Explore the history of socialism through the study of Russian Revolution.</li> <li>• Familiarize with 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>• Get familiarized with the speeches and writings of Nazi Leaders.</li> </ul>
<b>Unit 2: Contemporary India – I</b>	
<b>Themes</b>	<b>Learning Objectives</b>
<p><b>3. Drainage</b></p> <ul style="list-style-type: none"> <li>• Major rivers and tributaries</li> <li>• Lakes</li> <li>• Role of rivers in the economy</li> <li>• Pollution of rivers</li> </ul> <p><i>Note: Only Map Items as given in the Map List from this chapter to be evaluated in Examination.</i></p> <p><b>4. Climate</b></p> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Climatic Controls</li> <li>• Factors influencing India's climate</li> <li>• The Indian Monsoon</li> <li>• Distribution of Rainfall</li> <li>• Monsoon as a unifying bond</li> </ul> <p><b>5. Natural Vegetation and Wild Life</b></p> <ul style="list-style-type: none"> <li>• Factors affecting Vegetation</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the river systems of the country and explain the role of rivers in the human society.</li> <li>• Identify various factors influencing the climate and explain the climatic variation of our country and its impact on the life of people.</li> <li>• Explain the importance and unifying role of monsoons.</li> </ul>

<ul style="list-style-type: none"> <li>• Vegetation types</li> <li>• Wild Life Conservation</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the nature of diverse flora and fauna as well as their distribution.</li> <li>• Develop concern about the need to protect the biodiversity of our country.</li> </ul>
<b>Unit 3: Democratic Politics – I</b>	
<b>Themes</b>	<b>Learning Objectives</b>
<p><b>3. Electoral Politics</b></p> <ul style="list-style-type: none"> <li>• Why Elections?</li> <li>• What is our System of Elections?</li> <li>• What makes elections in India democratic?</li> </ul> <p><b>4. Working of Institutions</b></p> <ul style="list-style-type: none"> <li>• How is the major policy decision taken?</li> <li>• Parliament</li> <li>• Political Executive</li> <li>• Judiciary</li> </ul>	<ul style="list-style-type: none"> <li>• Understand representative democracy via competitive party politics.</li> <li>• Familiarize with Indian electoral system.</li> <li>• Reason out for the adoption of present Indian Electoral System.</li> <li>• Develop an appreciation of citizen's increased participation in electoral politics.</li> <li>• Recognize the significance of the Election Commission.</li> <li>• Get an overview of central governmental structures.</li> <li>• Identify the role of Parliament and its procedures.</li> <li>• Distinguish between political and permanent executive authorities and functions.</li> <li>• Understand the parliamentary system of executive's accountability to the legislature.</li> <li>• Understand the working of Indian Judiciary.</li> </ul>
<b>Unit 4: Economics</b>	
<b>Themes</b>	<b>Learning Objectives</b>
<p><b>3. Poverty as a Challenge</b></p> <ul style="list-style-type: none"> <li>• Two typical cases of poverty</li> <li>• Poverty as seen by Social Scientists</li> <li>• Poverty Estimates</li> <li>• Vulnerable Groups</li> <li>• Interstate disparities</li> <li>• Global Poverty Scenario</li> <li>• Causes of Poverty</li> <li>• Anti-poverty measures</li> <li>• The Challenges Ahead</li> </ul>	<ul style="list-style-type: none"> <li>• Understand poverty as a challenge.</li> <li>• Identify vulnerable group and interstate disparities.</li> <li>• Appreciate the initiatives of the government to alleviate poverty.</li> </ul>

**LIST OF MAP ITEMS**  
**CLASS IX (2021-22)**  
**TERM- II**

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**SUBJECT - HISTORY**

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

Outline Political Map of World (For locating and labeling / 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, U.S.A.

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

Outline Political Map of World (For locating and labeling / 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 (Outline Political Map of India)**

**Chapter -3: Drainage**

- Rivers: (Identification only)

- *The Himalayan River Systems*-The Indus, The Ganges, and The Satluj

- *The Peninsular rivers*-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi

- Lakes: Wular, Pulicat, Sambhar, Chilika

**Chapter - 4: Climate**

- Areas receiving rainfall less than 20 cm and over 400 cm (Identification only)

**Chapter - 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)



### INTERNAL ASSESSMENT

	Marks	Description	
<b>Periodic Assessment</b>	10 Marks	Pen Paper Test	5 marks
		Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	
<b>Portfolio</b>	5 Marks	<ul style="list-style-type: none"> <li>• Classwork and Assignments</li> <li>• Any exemplary work done by the student</li> <li>• Reflections, Narrations, Journals, etc.</li> <li>• Achievements of the student in the subject throughout the year</li> <li>• Participation of the student in different activities like Heritage India Quiz</li> </ul>	
<b>Subject Enrichment Activity</b>	5 Marks	<ul style="list-style-type: none"> <li>• Project Work</li> </ul>	
<b>TOTAL</b>	<b>20 MARKS</b>		

### PROJECT WORK

#### CLASS IX (2021-22)

<b>05 Marks</b>
<ol style="list-style-type: none"> <li>1. Every student has to compulsorily undertake one project on Disaster Management.</li> <li>2. <b>Objectives:</b> The main objectives of giving project work on Disaster Management to the students are to:               <ol style="list-style-type: none"> <li>a. create awareness in them about different disasters, their consequences and management</li> <li>b. prepare them in advance to face such situations</li> <li>c. ensure their participation in disaster mitigation plans</li> <li>d. enable them to create awareness and preparedness among the community.</li> </ol> </li> <li>3. The project work should also help in enhancing the Life Skills of the students.</li> <li>4. If possible, <b>different forms of art</b> may be integrated in the project work.</li> </ol>

5. 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.
6. The distribution of marks over different aspects relating to Project Work is as follows:

<b>S. No.</b>	<b>Aspects</b>	<b>Marks</b>
<b>a.</b>	Content accuracy, originality and analysis	<b>2</b>
<b>b.</b>	Presentation and creativity	<b>2</b>
<b>c.</b>	Viva Voce	<b>1</b>

7. The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.
8. All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
9. A Summary Report should be prepared highlighting:
  - a. objectives realized through individual work and group interactions
  - b. calendar of activities
  - c. innovative ideas generated in the process (like comic strips, drawings, illustrations, script play etc.);
  - d. list of questions asked in viva voce.
10. 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.
11. The Project Report should be handwritten by the students themselves.
12. The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

**Note: Please procure latest reprinted edition of prescribed NCERT textbooks.**

**COURSE STRUCTURE  
CLASS X (2021-22)**

**TERM - I**

<b>M. MARKS: 40</b>			
<b>No.</b>	<b>Units</b>	<b>No. of Periods</b>	<b>Marks</b>
I	India and the Contemporary World -1	12	10
II	Contemporary India – I	16	10
III	Democratic Politics – I	14	10
IV	Economics	20	10
	<b>Total</b>	<b>62</b>	<b>40</b>

**TERM- II**

<b>M. MARKS: 40</b>			
<b>No.</b>	<b>Units</b>	<b>No. of Periods</b>	<b>Marks</b>
I	India and the Contemporary World -1	34	10
II	Contemporary India – I	19	10
III	Democratic Politics – I	14	10
IV	Economics	22	10
	<b>Total</b>	<b>89</b>	<b>40</b>

**COURSE CONTENT - X**

<b>TERM- I</b>	
<b>Unit 1: India and the Contemporary World – II</b>	
<b>Themes</b>	<b>Learning Objectives</b>
<p><b>Section 1: Events and Processes</b></p> <p><b>1. The Rise of Nationalism in Europe</b></p> <ul style="list-style-type: none"> <li>• The French Revolution and the Idea of the Nation</li> <li>• The Making of Nationalism in Europe</li> <li>• The Age of Revolutions: 1830-1848</li> <li>• The Making of Germany and Italy</li> <li>• Visualizing the Nation</li> <li>• Nationalism and Imperialism</li> </ul>	<ul style="list-style-type: none"> <li>• Enable the learners to identify and comprehend the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period.</li> <li>• Establish the relationship and bring out the difference between European nationalism and anti-colonial nationalisms.</li> <li>• Understand the way the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere.</li> </ul>



<b>Unit 3: Democratic Politics – II</b>	
<b>Themes</b>	<b>Learning Objectives</b>
<p><b>1. Power Sharing</b></p> <ul style="list-style-type: none"> <li>• Case Studies of Belgium and Sri Lanka</li> <li>• Why power sharing is desirable?</li> <li>• Forms of Power Sharing</li> </ul> <p><b>2. Federalism</b></p> <ul style="list-style-type: none"> <li>• What is Federalism?</li> <li>• What make India a Federal Country?</li> <li>• How is Federalism practiced?</li> <li>• Decentralization in India</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize with 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>• Explain decentralization in rural and urban areas.</li> </ul>
<b>Unit 4: Economics</b>	
<b>Themes</b>	<b>Learning Objectives</b>
<p><b>1. Development</b></p> <ul style="list-style-type: none"> <li>• What Development Promises - Different people different goals</li> <li>• Income and other goals</li> <li>• National Development</li> <li>• How to compare different countries or states?</li> <li>• Income and other criteria</li> <li>• Public Facilities</li> <li>• Sustainability of development</li> </ul> <p><b>2. Sectors of the Indian Economy</b></p> <ul style="list-style-type: none"> <li>• Sectors of Economic Activities</li> <li>• Comparing the three sectors</li> <li>• Primary, Secondary and Tertiary Sectors in India</li> <li>• Division of sectors as organized and unorganized</li> <li>• Sectors in terms of ownership: Public and Private Sectors</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize with concepts of macroeconomics.</li> <li>• Understand the rationale for overall human development in our country, which includes the rise of income, improvements in health and education rather than income.</li> <li>• Understand the importance of quality of life and sustainable development.</li> <li>• Identify major employment generating sectors.</li> <li>• Reason out the government investment in different sectors of economy.</li> </ul>

**LIST OF MAP ITEMS**  
**CLASS X (2021-22)**  
**TERM – I**

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**A. GEOGRAPHY**

**Chapter 1: Resources and Development**

- a. Major soil Types

**Chapter 3: Water Resources**

**Dams:**

- a. Salal
- b. Bhakra Nangal
- c. Tehri
- d. Rana Pratap Sagar
- e. Sardar Sarovar
- f. Hirakud
- g. Nagarjuna Sagar
- h. Tungabhadra

Note: The theoretical aspect of chapter 'Water Resources' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination. However, the map items of this chapter as listed above will be evaluated in Board Examination.

**Chapter 4: Agriculture**

- a. Major areas of Rice and Wheat
- b. Largest / Major producer States of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute

## COURSE CONTENT – X

TERM - II	
Unit 1: India and the Contemporary World – II	
Themes	Learning Objectives
<p><b>Section 1: Events and Processes</b></p> <p><b>2. Nationalism in India</b></p> <ul style="list-style-type: none"> <li>• The First World War, Khilafat and Non - Cooperation</li> <li>• Differing Strands within the Movement</li> <li>• Towards Civil Disobedience</li> <li>• The Sense of Collective Belonging</li> </ul> <p><b>Section 2: Livelihoods, Economies and Societies</b></p> <p>Note: Any one theme of the following. The theme selected should be assessed in the periodic test only and will not be evaluated in the board examination:</p> <p><b>3. The Making of a Global World</b></p> <ul style="list-style-type: none"> <li>• The Pre-modern world</li> <li>• The Nineteenth Century (1815-1914)</li> <li>• The Inter war Economy</li> <li>• Rebuilding a World Economy: The Post-War Era</li> </ul> <p><b>4. The Age of Industrialization</b></p> <ul style="list-style-type: none"> <li>• Before the Industrial Revolution</li> <li>• Hand Labour and Steam Power</li> <li>• Industrialization in the colonies</li> <li>• Factories Come Up</li> <li>• The Peculiarities of Industrial Growth</li> <li>• Market for Goods</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the characteristics of Indian nationalism through a case study of Non-Cooperation and Civil Disobedience Movement.</li> <li>• Analyze the nature of the diverse social movements of the time.</li> <li>• Familiarize with the writings and ideals of different political groups and individuals.</li> <li>• Appreciate the ideas promoting Pan Indian belongingness.</li> </ul> <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> </ul> <ul style="list-style-type: none"> <li>• Familiarize with the Pro- to-Industrial phase and Early – factory system.</li> <li>• Familiarize with the process of industrialization and its impact on labour class.</li> <li>• Enable them to understand industrialization in the colonies with reference to Textile industries.</li> </ul>





<ul style="list-style-type: none"> <li>• Why do we need Political Parties?</li> <li>• How many Parties should we have?</li> <li>• National Political Parties</li> <li>• State Parties</li> <li>• Challenges to Political Parties</li> <li>• How can Parties be reformed?</li> </ul> <p><b>7. Outcomes of Democracy</b></p> <ul style="list-style-type: none"> <li>• How do we assess democracy's outcomes?</li> <li>• Accountable, responsive and legitimate government</li> <li>• Economic growth and development</li> <li>• Reduction of inequality and poverty</li> <li>• Accommodation of social diversity</li> <li>• Dignity and freedom of the citizens</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to major political parties, challenges faced by them and reforms in the country.</li> <li>• Evaluate the functioning of democracies in comparison to alternative forms of governments.</li> <li>• Understand the causes for continuation of democracy in India.</li> <li>• Distinguish between sources of strengths and weaknesses of Indian democracy.</li> </ul>
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**Unit 4: Economics**

<b>Themes</b>	<b>Learning Objectives</b>
<p><b>3. Money and Credit</b></p> <ul style="list-style-type: none"> <li>• Money as a medium of exchange</li> <li>• Modern forms of money</li> <li>• Loan activities of Banks</li> <li>• Two different credit situations</li> <li>• Terms of credit</li> <li>• Formal sector credit in India</li> <li>• Self Help Groups for the Poor</li> </ul> <p><b>4. Globalization and the Indian Economy</b></p> <ul style="list-style-type: none"> <li>• Production across countries</li> <li>• Interlinking production across countries</li> <li>• Foreign Trade and integration of markets</li> <li>• What is globalization?</li> <li>• Factors that have enabled Globalization</li> <li>• World Trade Organization</li> <li>• Impact of Globalization on India</li> <li>• The Struggle for a fair Globalization</li> </ul>	<ul style="list-style-type: none"> <li>• Understand money as an economic concept.</li> <li>• Understand the role of financial institutions from the point of view of day-to-day life.</li> <li>• Explain the working of the Global Economic phenomenon.</li> </ul>

**LIST OF MAP ITEMS**  
**CLASS X (2021-22)**  
**TERM – II**

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**A. HISTORY** (Outline Political Map of India)

**Chapter - 2 Nationalism in India – (1918 – 1930)** for Locating and Labelling / Identification

**1. Indian National Congress Sessions:**

- a. Calcutta (Sep. 1920)
- b. Nagpur (Dec. 1920)
- c. Madras (1927)

**2. Important Centres of Indian National Movement**

- a. Champaran (Bihar) - Movement of Indigo Planters
- b. Kheda (Gujarat) - Peasant Satyagrah
- c. Ahmedabad (Gujarat) - Cotton Mill Workers Satyagraha
- d. Amritsar (Punjab) - Jallianwala Bagh Incident
- e. Chauri Chaura (U.P.) - Calling off the Non-Cooperation Movement
- f. Dandi (Gujarat) - Civil Disobedience Movement

**B. GEOGRAPHY** (Outline Political Map of India)

**Chapter 5: Minerals and Energy Resources**

**Power Plants-**(Locating and Labelling only)

**a. Thermal**

- Namrup
- Singrauli
- Ramagundam

**b. Nuclear**

- Narora
- Kakrapara
- Tarapur
- Kalpakkam

**Chapter 6: Manufacturing Industries** (Locating and Labelling Only)

**Cotton Textile Industries:**

- a. Mumbai
- b. Indore
- c. Surat
- d. Kanpur
- e. Coimbatore

**Iron and Steel Plants:**

- a. Durgapur
- b. Bokaro
- c. Jamshedpur
- d. Bhilai
- e. Vijaynagar
- f. Salem

**Software Technology Parks:**

- a. Noida
- b. Gandhinagar
- c. Mumbai
- d. Pune
- e. Hyderabad
- f. Bengaluru
- g. Chennai
- h. Thiruvananthapuram

## **Chapter 7: Lifelines of National Economy**

### **Major Ports:** (Locating and Labelling)

- a. Kandla
- b. Mumbai
- c. Marmagao
- d. New Mangalore
- e. Kochi
- f. Tuticorin
- g. Chennai
- h. Vishakhapatnam
- i. Paradip
- j. Haldia

### **International Airports:**

- a. Amritsar (Raja Sansi)
- b. Delhi (Indira Gandhi International)
- c. Mumbai (Chhatrapati Shivaji)
- d. Chennai (Meenam Bakkam)
- e. Kolkata (Netaji Subhash Chandra Bose)
- f. Hyderabad (Rajiv Gandhi)

## INTERNAL ASSESSMENT

	<b>Marks</b>	<b>Description</b>				
Periodic Assessment	10 Marks	<table border="1" style="width: 100%;"> <tr> <td>Pen Paper Test</td> <td style="text-align: right;"><b>5 marks</b></td> </tr> <tr> <td>Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.</td> <td style="text-align: right;"><b>5 marks</b></td> </tr> </table>	Pen Paper Test	<b>5 marks</b>	Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	<b>5 marks</b>
Pen Paper Test	<b>5 marks</b>					
Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	<b>5 marks</b>					
Portfolio	5 Marks	<ul style="list-style-type: none"> <li>• Classwork and Assignments</li> <li>• Any exemplary work done by the student</li> <li>• Reflections, Narrations, Journals, etc.</li> <li>• Achievements of the student in the subject throughout the year</li> <li>• Participation of the student in different activities like Heritage India Quiz</li> </ul>				
Subject Enrichment Activity	5 Marks	<ul style="list-style-type: none"> <li>• Project Work</li> </ul>				
<b>TOTAL</b>	<b>20 MARKS</b>					

**PROJECT WORK**  
**CLASS X (2021-22)**

**05 Marks**

1. **Every student** has to compulsorily undertake **any one project** on the following topics:

Consumer Awareness  
**OR**  
Social Issues  
**OR**  
Sustainable Development

2. **Objective:** The overall objective of the project work is to help students gain an insight and pragmatic understanding of the theme and see all the Social Science disciplines from interdisciplinary perspective. It should also help in enhancing the Life Skills of the students.

Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report.

If required, students may go out for collecting data and use different primary and secondary resources to prepare the project. If possible, **different forms of Art** may be integrated in the project work.

<b>S. No.</b>	<b>Aspects</b>	<b>Marks</b>
a.	Content accuracy, originality and analysis	<b>2</b>
b.	Presentation and creativity	<b>2</b>
c.	Viva Voce	<b>1</b>

3. The distribution of marks over different aspects relating to Project Work is as follows:

4. 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.

5. All documents pertaining to assessment under this activity should be meticulously maintained by concerned schools.

6. A Summary Report should be prepared highlighting:

- objectives realized through individual work and group interactions;
- calendar of activities;

- innovative ideas generated in the process (like comic strips, drawings, illustrations, script play etc.);
- list of questions asked in viva voce.

7. 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.

8. The Project Report should be handwritten by the students themselves.

9. 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
6. Learning Outcomes at the Secondary Stage – Published by NCERT

***Note: Please procure latest reprinted edition of prescribed NCERT textbooks.***