

SOCIAL SCIENCE
CLASS IX-X (2020-21)
(CODE NO. 087)
REVISED CURRICULUM

Rationale

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. 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 realize 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

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 X (2020-21)

Theory Paper

Time: 3 Hrs.		Max. Marks: 80	
No.	Units	No. of Periods	Marks
I	India and the Contemporary World – II	46	20
II	Contemporary India – II	34	20
III	Democratic Politics - II	27	20
IV	Understanding Economic Development	44	20
Total		151	80

COURSE CONTENT

Unit 1: India and the Contemporary World – II		46 Periods
Themes	Learning Objectives	
Section 1: Events and Processes		
1. The Rise of Nationalism in Europe		
<ul style="list-style-type: none">• The French Revolution and the Idea of the Nation• The Making of Nationalism in Europe• The Age of Revolutions: 1830-1848• The Making of Germany and Italy• Visualizing the Nation• Nationalism and Imperialism	<ul style="list-style-type: none">• 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.• Establish the relationship and bring out the difference between European nationalism and anti-colonial nationalisms.• Understand the way the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere.	
2. Nationalism in India		
<ul style="list-style-type: none">• The First World War, Khilafat and Non - Cooperation• Differing Strands within the Movement• Towards Civil Disobedience• The Sense of Collective Belonging	<ul style="list-style-type: none">• Recognize the characteristics of Indian nationalism through a case study of Non-Cooperation and Civil Disobedience Movement.• Analyze the nature of the diverse social movements of the time.• Familiarize with the writings and ideals of different political groups and individuals.	

**ction 2: Livelihoods, Economies and
cieties:**

note: Any one theme of the following. The theme selected should be assessed in the Periodic Tests only and will not be evaluated in Board Examination.

3. The Making of a Global World

- The Pre-modern world
- The Nineteenth Century (1815-1914)
- The Inter war Economy
- Rebuilding a World Economy: The Post-War Era

4. The Age of Industrialization

- Before the Industrial Revolution
- Hand Labour and Steam Power
- Industrialization in the colonies
- Factories Come Up
- The Peculiarities of Industrial Growth
- Market for Goods

- Appreciate the ideas promoting Pan Indian belongingness.

- Show that globalization has a long history and point to the shifts within the process.
- Analyze the implication of globalization for local economies.
- Discuss how globalization is experienced differently by different social groups.

- Familiarize with the Pro- to-Industrial phase and Early – factory system.
- Familiarize with the process of industrialization and its impact on labour class.
- Enable them to understand industrialization in the colonies with reference to Textile industries.

Unit 2: Contemporary India – II

34 Periods

Themes

Learning Objectives

1. Resources and Development

- Types of Resources
- Development of Resources
- Resource Planning in India
- Land Resources
- Land Utilization
- Land Use Pattern in India
- Land Degradation and Conservation Measures
- Soil as a Resource

- Understand the value of resources and the need for their judicious utilization and conservation.

cation of Soils

- Soil Erosion and Soil Conservation

3. Water Resources

Note: The theoretical aspect of this chapter will not be assessed in Periodic Tests and Board Examination. Only Map Items as given in the Map List from this chapter will be evaluated in Board Examination.

4. Agriculture

- Types of farming
- Cropping Pattern
- Major Crops
- Technological and Institutional Reforms
- Impact of Globalization on Agriculture

5. Minerals

Note: The theoretical aspect of this chapter will not be assessed in Periodic Tests and Board Examination. Only Map items as given in map list from this chapter will be evaluated in Board Examination.

6. Manufacturing Industries

- Importance of manufacturing
- Contribution of Industry to National Economy
- Industrial Location
- Classification of Industries
- Spatial distribution

- Identify different dams in the country

- Explain the importance of agriculture in national economy.
- 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.
- Explain various government policies for institutional as well as technological reforms since independence.
- Identify places of availability of different energy resources.

- Bring out 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.

<p>al pollution and environmental Degradation</p> <ul style="list-style-type: none"> Control of Environmental Degradation <p>7. Life Lines of National Economy</p> <ul style="list-style-type: none"> Transport – Roadways, Railways, Pipelines, Waterways, Airways Communication International Trade Tourism as a Trade 	<ul style="list-style-type: none"> Discuss the need for a planned industrial development and debate over the role of government towards sustainable development. Explain the importance of transport and communication in the ever-shrinking world. Understand the role of trade and tourism in the economic development of a country.
<p>Unit 3: Democratic Politics – II 27 Periods</p>	
Themes	Learning Objectives
<p>1. Power Sharing</p> <ul style="list-style-type: none"> Case Studies of Belgium and Sri Lanka Why power sharing is desirable? Forms of Power Sharing <p>2. Federalism</p> <ul style="list-style-type: none"> What is Federalism? What make India a Federal Country? How is Federalism practiced? Decentralization in India <p>6. Political Parties</p> <ul style="list-style-type: none"> Why do we need Political Parties? How many Parties should we have? National Political Parties State Parties Challenges to Political Parties How can Parties be reformed? <p>7. Outcomes of Democracy</p> <ul style="list-style-type: none"> How do we assess democracy's outcomes? 	<ul style="list-style-type: none"> Familiarize with the centrality of power sharing in a democracy. Understand the working of spatial and social power sharing mechanisms. Analyse federal provisions and institutions. Explain decentralization in rural and urban areas. Analyse party systems in democracies. Introduction to major political parties, challenges faced by them and reforms in the country. Evaluate the functioning of democracies in comparison to alternative forms of governments.