

Class – X
REVISED SYLLABUS
(For the Session of 2020-21 Only)
SOCIAL SCIENCE
(THEORY)

Unit 1 : India and the Contemporary world - II

Themes	Objectives
<p>Students are required to choose any two themes each from the first two sub units and one from the third sub-unit. In sub-unit 1.1, theme 3 is compulsory. For second theme in that subunit, students are required to choose any one from the first two themes.</p> <p>Thus all students are required to study five themes in all.</p> <p>Sub-unit 1.1 : Events and processes :</p> <p>1. Nationalism in Europe :</p> <p>(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.</p> <p>2. Nationalism in India : Civil Disobedience</p> <p>Movement (a) First world war, Khilafat and Non-Cooperation. (b) Salt Satyagraha. (c) Movements of peasants, workers, tribals. (d) Activities of different political groups.</p> <p>Sub-unit 1.2 : Economies and livelihoods :</p> <p>3. Industrialization 1850s - 1950s : (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.</p>	<p>The theme will discuss the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period.</p> <p>Discuss the relationship/difference between European nationalism and anti-colonial nationalisms.</p> <p>Point to the way the idea of the nation states became generalized in Europe and elsewhere.</p> <p>Discuss the characteristics of Indian nationalism through a case study of Civil Disobedience Movement.</p> <p>Analyze the nature of the diverse social movements of the time.</p> <p>Familiarize students with the writings and ideals of different political groups and individuals, notably Mahatama Gandhi. discuss two different patterns of industrialization, one in the imperial country and another within a colony.</p> <p>Show the relationship between different sectors of production.</p>

<p>4. Trade and Globalization : (a) Expansion and integration of the world market in the nineteenth and early twentieth century. (b) Trade and economy 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.</p> <p>Sub-unit 1.3 : Culture, Identity and Society</p> <p>5. Print culture and nationalism. (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.</p>	<p>Show that globalizaton 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. 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.</p>
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Sub-unit 1.4 : Map Work (2 Marks)

Unit 2 : India - Resources and their Development

Themes	Objectives
<p>1. Resources : Types - natural and human; Need for resource planning.</p> <p>2. Natural Resources : land as a resource, soil types and distribution; changing land-use pattern; land degradation and conservation measures.</p> <p>4. Agriculture : types of farming, major crops, cropping pattern, technological and institutional reforms; their impact; contribution of Agriculture to national economy - employment and output.</p> <p>7. Power Resources : types of power resources : conventional and non-conventional, distribution and utilization, and conservation.</p> <p>8. Manufacturing Industries : 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)</p> <p>9. Transport, communication and trade</p> <p>10. Map Work (4 marks)</p>	<p>Understand the value of resources and the need for their judicious utilisation and conservation; Identify various types of farming and discuss the various farming methods; To 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;</p> <p>Understand the importance of agriculture in national economy;</p> <p>Discuss various types of conventional and nonconventional resources and their utilization 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; Discuss the need for a planned industrial development and debate over the role of government towards sustainable development; To explain the importance of transport and communication in the ever shrinking world; To understand the role of trade in the economic development of a country,</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

Themes	Objectives
<p>1. Power sharing mechanisms in democracy 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?</p> <p>2. Working of Democracy 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?</p> <p>3. Competition and contestations in democracy 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?</p>	<p>Analyse the relationship between social cleavages and political competition with reference to Indian situation.</p> <p>Understand and analyse the challenges posed by communalism to Indian democracy.</p> <p>Understand the enabling and disabling effects of caste and ethnicity in politics.</p> <p>Develop a gender perspective on politics.</p> <p>Introduce students to the centrality of power sharing in a democracy.</p> <p>Understand the working of spatial and social power sharing mechanisms.</p> <p>Analyse federal provisions and institutions.</p> <p>Understand the new Panchayati Raj institutions in rural and urban areas.</p> <p>Understand the vital role of struggle in the expansion of democracy.</p> <p>Analyse party systems in democracies.</p> <p>Introduction to major political parties in the country.</p> <p>Analyse the role of social movements and nonparty political formations</p>

Unit 4 : Understanding Economics II

Themes	Learning Objectives
<p>1. The Story of Development : 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. 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)</p> <p>2. The Role of Service Sector in Indian Economy : What is service sector (through examples) : Importance of Service Sector in generating employment and income to the nation (with the help of a few case studies); Growth of Service Sector in India; India as a major service provider to the world; The need for public investment ; The role of important infrastructure, education and health</p> <p>3. Money and Financial System : 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.</p> <p>4. Globalisation : 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.</p> <p>5. Consumer Awareness : 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</p>	<p>Familiarisation of some macroeconomic concepts.</p> <p>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.</p> <p>It is necessary to raise question in minds of the children whether the increase in income alone is sufficient for a nation.</p> <p>How and why people should be healthy and provided with education.</p> <p>Familiarize the concept of money as an economic concept;</p> <p>Create awareness of the role of financial institutions from the point of view of day-to-day life.</p> <p>To make aware of a major employment generating sector.</p> <p>Sensitise the learner of how and why governments invest in such an important sector.</p> <p>Provide children with some idea about how a particular economic phenomenon is influencing their surroundings and day-to-day life.</p> <p>Making the child aware of his or her rights and duties as a consumer;</p> <p>Familiarizing the legal measures available to protect from being exploited in markets.</p>

Suggested Activities

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 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 news papers and consumer courts.

Unit 5 : Disaster Management
<ul style="list-style-type: none">▪ Tsunami▪ Safer Construction Practices.▪ Survival Skills.▪ Alternate Communication systems during disasters.▪ Sharing Responsibility