

## COURSE CONTENT – X

<b>TERM - II</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>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>

<b>Unit 2: Contemporary India – II</b>	
<b>Themes</b>	<b>Learning Objectives</b>
<p><b>5. Minerals and Energy Resources</b></p> <ul style="list-style-type: none"> <li>• What is a mineral?</li> <li>• Mode of occurrence of Minerals</li> <li>• Ferrous and Non-Ferrous Minerals</li> <li>• Non-Metallic Minerals</li> <li>• Rock Minerals</li> <li>• Conservation of Minerals</li> <li>• Energy Resources <ul style="list-style-type: none"> <li>○ Conventional and Non-Conventional</li> </ul> </li> <li>• Conservation of Energy Resources</li> </ul> <p>Note: The theoretical aspect of chapter 'Minerals and Energy 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 given in the Map List will be evaluated in Board Examination</p> <p><b>6. Manufacturing Industries</b></p> <ul style="list-style-type: none"> <li>• Importance of manufacturing</li> <li>• Contribution of Industry to National Economy</li> <li>• Industrial Location</li> <li>• Classification of Industries</li> <li>• Spatial distribution</li> <li>• Industrial pollution and environmental degradation</li> <li>• Control of Environmental Degradation</li> </ul> <p><b>7. Life Lines of National Economy</b></p> <ul style="list-style-type: none"> <li>• Transport – Roadways, Railways, Pipelines, Waterways, Airways</li> <li>• Communication</li> <li>• International Trade</li> <li>• Tourism as a Trade</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different types of minerals and energy resources and places of their availability</li> <li>• Feel the need for their judicious utilization</li> </ul> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Discuss the need for a planned industrial development and debate over the role of government towards sustainable development.</li> </ul> <ul style="list-style-type: none"> <li>• Explain the importance of transport and communication in the ever-shrinking world.</li> <li>• Understand the role of trade and tourism in the economic development of a country.</li> </ul>
<b>Unit 3: Democratic Politics – II</b>	
<b>Themes</b>	<b>Learning Objectives</b>
<b>6. Political Parties</b>	<ul style="list-style-type: none"> <li>• Analyze party systems in democracies.</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 style="width: 80%;">Pen Paper Test</td> <td style="width: 20%; text-align: center;"><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: center;"><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.***