



COURSE STRUCTURE SOCIAL SCIENCE CLASS X

Time: 3Hrs.			Max. Marks:100	
S.No	Titles	Periods	Theory (Marks)	Internal Assessment (Marks)
1.	India and the Contemporary World – II (HISTORY)	65	25	20
2	Contemporary India –II (GEOGRAPHY)	55	20	
3	Democratic Politics – II (POLITICAL SCIENCE)	55	20	
4	Economics, Disaster Management and Road Safety Education	40	15	
	.	215	80	

Title 1: India and the Contemporary World – II (HISTORY)

Themes	Learning Objectives	Total Periods 65	Total Marks 25
		Breakup of periods	Breakup of marks
Section 1: Events and Processes:			
<p>1. <i>The Rise of Nationalism in Europe:</i></p> <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-1830period. ❖ 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. 	14	06



<p>Section 3: Everyday Life, Culture and Politics:</p> <p>5. Print Culture and the Modern World:</p> <ul style="list-style-type: none"> ❖ The First Printed Books ❖ Print Comes to Europe ❖ The Print Revolution and its Impact ❖ The Reading Mania ❖ The Nineteenth Century ❖ India and the World of Print ❖ Religious Reform and Public Debates ❖ New Forms of Publication ❖ Print and Censorship 	<ul style="list-style-type: none"> ❖ Identify the link between print culture and the circulation of ideas. ❖ Familiarize with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past. ❖ Understand that forms of writing have a specific history and that they reflect historical changes within society and shape the forces of change. 	12	05
<p>Section 4: Modernization of Erstwhile Jammu & Kashmir State.</p> <p>6. Post Independence Era :Jammu and Kashmir on the path of Modernisation</p> <ul style="list-style-type: none"> ❖ Naya Kashmir Manifesto ❖ Economic and Social Reforms ❖ Agricultural and Infrastructural Development ❖ Era of Cooperatives ❖ New Space for Women ❖ Health Care Facilities ❖ Cultural Policies 	<ul style="list-style-type: none"> ❖ To understand the impact about various initiatives taken in different fields in Post Independence Era. ❖ To analyze the impact of different initiatives taken 	05	03
<p>Title 2: Contemporary India – II (GEOGRAPHY)</p>		Total Periods 55	Total Marks 20
<p>Themes</p>	<p>Learning Objectives</p>	Breakup of Periods	Breakup of Marks
<p>1. Resources and Development:</p> <ul style="list-style-type: none"> ❖ 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 ❖ Classification of Soils ❖ Soil Erosion and Soil Conservation 	<ul style="list-style-type: none"> ❖ Understand the value of resources and the need for their judicious utilization and conservation 	09	05



<p>2. Forest and Wildlife * <i>(To be assessed in Periodic tests)</i></p> <ul style="list-style-type: none"> ❖ Types of Resources Biodiversity or Biological Diversity ❖ Flora and Fauna in India ❖ Vanishing Forests ❖ Asiatic Cheetah: Where did they go? ❖ The Himalayan Yew in trouble ❖ Conservation of forest & wildlife in India ❖ Project Tiger ❖ Types and distribution of forests and wildlife resources ❖ Community and Conservation 	<ul style="list-style-type: none"> ❖ Understand the importance of forests and wild life in one environment as well as develop concept towards depletion of resources 	<p>06</p>	
<p>3. Water Resources: * <i>(To be assessed in Periodic tests)</i></p> <ul style="list-style-type: none"> ❖ Water Scarcity and The Need for Water Conservation and Management ❖ Multi-Purpose River Projects and Integrated Water Resources Management ❖ Rainwater Harvesting 	<ul style="list-style-type: none"> ❖ Comprehend the importance of water as a resource as well as develop awareness towards its judicious use and conservation. 	<p>07</p>	
<p>4. Agriculture:</p> <ul style="list-style-type: none"> ❖ Types of farming ❖ Cropping Pattern ❖ Major Crops ❖ Technological and Institutional Reforms ❖ Impact of Globalization on Agriculture 	<ul style="list-style-type: none"> ❖ 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. 	<p>11</p>	<p>05</p>



<p>5. Minerals and Energy Resources</p> <ul style="list-style-type: none"> ❖ What is a mineral? ❖ Mode of occurrence of Minerals ❖ Ferrons and Non-Ferrons Minerals ❖ Non-Metallic Minerals ❖ Rock Minerals ❖ Conservation of Minerals ❖ Energy Resources <ul style="list-style-type: none"> Conventional and Non- Conventional Conservation of Energy Resources 	<ul style="list-style-type: none"> ❖ Identify different types of minerals and energy resources and places of their availability ❖ Feel the need for their judicious utilization 	09	04
<p>6. Manufacturing Industries:</p> <ul style="list-style-type: none"> ❖ Importance of manufacturing ❖ Contribution of Industry to National Economy ❖ Industrial Location ❖ Classification of Industries ❖ Spatial distribution ❖ Industrial pollution and environmental degradation. ❖ Control of environmental degradation. 	<ul style="list-style-type: none"> ❖ 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. ❖ Discuss the need for a planned industrial development and debate over the role of government towards sustainable development. 	07	03
<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 <p>*Note: The chapters 'Forest and Wildlife' and 'Water Resources' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination</p>	<ul style="list-style-type: none"> ❖ 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. 	06	03



Title 3. Democratic Politics – II (POLITICAL SCIENCE)		Total Periods 55	Total Marks 20
Themes	Learning Objectives	Breakup of Periods	Breakup of Marks
1. Power Sharing: <ul style="list-style-type: none"> ❖ Case Studies of Belgium and Sri Lanka ❖ Why power sharing is desirable? ❖ Forms of Power Sharing 	<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 	07	05
2. Federalism: <ul style="list-style-type: none"> ❖ What is Federalism? ❖ What make India a Federal Country? ❖ How is Federalism practiced? ❖ Decentralization in India 	<ul style="list-style-type: none"> ❖ Analyse federal provisions and institutions. ❖ Explain decentralization in rural and urban areas. 	08	05
3. Democracy and Diversity: * (To be assessed in Periodic tests only) <ul style="list-style-type: none"> ❖ Case Studies of Mexico ❖ Differences, similarities and divisions ❖ Politics of social divisions 	<ul style="list-style-type: none"> ❖ Analyse the relationship between social cleavages and political competition with reference to Indian situation. 	05	
3. Gender, Religion and Caste: <ul style="list-style-type: none"> ❖ Gender and Politics ❖ Religion, Communalism and Politics ❖ Caste and Politics 	<ul style="list-style-type: none"> ❖ Identify and analyse the challenges posed by communalism to Indian Democracy. ❖ Recognize the enabling and disabling effects of caste and ethnicity in politics. ❖ Develop a gender perspective on politics. 	07	03
5. Popular Struggles and Movements:* (To be assessed in Periodic tests only) <ul style="list-style-type: none"> ❖ Popular Struggles in Nepal and Bolivia ❖ Mobilization and Organization ❖ Pressure Groups and Movements 	<ul style="list-style-type: none"> ❖ Understand the vital role of people's struggle in the expansion of democracy. 	05	



<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? 	<ul style="list-style-type: none"> ❖ Analyse party systems in democracies. ❖ Introduction to major political parties, challenges faced by them and reforms in the country 	09	03
<p>7. Outcomes of Democracy:</p> <ul style="list-style-type: none"> ❖ How do we assess democracy's Outcomes? ❖ Accountable, responsive and legitimate government ❖ Economic growth and development ❖ Reduction of inequality and poverty ❖ Accommodation of social diversity ❖ Dignity and freedom of the citizens 	<ul style="list-style-type: none"> ❖ Evaluate the functioning of democracies in comparison to alternative forms of governments. ❖ Understand the causes for continuation of democracy in India. ❖ Distinguish between sources of strengths and weaknesses of Indian democracy. 	06	02
<p>8. Challenges to Democracy:* (To be assessed in Periodic tests only)</p> <ul style="list-style-type: none"> ❖ Thinking about challenges ❖ Thinking about Political Reforms ❖ Redefining democracy 	<ul style="list-style-type: none"> ❖ Reflect on the different kinds of measures possible to deepen democracy. ❖ Promote an active and participatory citizenship. 	05	
<p>Addendum The Jammu and Kashmir Reorganization Act, 2019</p>	<ul style="list-style-type: none"> ❖ Understanding of the Re-organization Act, 2019 ❖ Knowledge about the different provisions of the act 	03	02
<p>*Note: The chapters “Democracy and Diversity”, “Popular Struggles and Movements” and “Challenges to Democracy” to be assessed in the Periodic Tests only and will not be evaluated in JK, BOSE Examination.</p>			



Title 4. Economics, Disaster Management and Road Safety Education		Total Periods 40	Total Marks (15)
Themes	Learning Objectives	Breakup of Periods	Breakup of Marks
Unit 1: Understanding J & K Economy <ul style="list-style-type: none"> ❖ Contribution of Major Sectors in the J and K ❖ Economic Importance of Primary Sector ❖ Agriculture Allied Sectors, Majors Crops , Live Stock, Horticulture ❖ Fisheries, Forest, Mining, Quarrying ❖ Economic Importance of Secondary Sector ❖ Economic Importance of Tertiary Sector ❖ Hurdles in Economic Development 	<ul style="list-style-type: none"> ❖ Concept of GDP and the contribution of various sectors to GDP ❖ Concept and Understanding of different Sectors of Economy ❖ Major issues in Economic Development 	09	05
Unit 2: Employment Generation <ul style="list-style-type: none"> ❖ Potential and Scope for Employment generation ❖ Special Industry Initiative (SII J&K) ❖ Towards Employment Initiative ❖ Sectoral Initiatives taken by the Government for employment 	<ul style="list-style-type: none"> ❖ Significance of Employment generation. ❖ To Understand How Different Initiatives taken to boost the Economy 	08	05
Unit 3. Financial Literacy (Stock market operations) to be assessed in periodic tests.	<ul style="list-style-type: none"> ❖ The learner should be able to understand how the stock markets operate. 	04	
Unit 4. Protecting Ourselves from Disasters* <ul style="list-style-type: none"> ❖ Survival Skills: Search and Rescue Skills ❖ Safe Construction Practices: Various Structural Safety Measures taken up for Constructing Disaster Resistant Building ❖ Emergency Communication during a Disaster ❖ Sharing Responsibility :Role of Individual, Community NGOs, Local and State Bodies ❖ Ill effects of Polythene 	<ul style="list-style-type: none"> ❖ Understanding of Role and Responsibilities during the Disasters. ❖ Promotion of Skills by Active and Participatory Approach in Management of Disasters. 	09	05



<p>Unit 5. Road Safety Education (to be assessed in periodic tests.)</p> <ul style="list-style-type: none">❖ Introduction❖ Why do Children have Accidents❖ Who can Prevent Accidents❖ Road Safety : Motor Vehicle (Amendment) Bill 2016❖ Traffic Authorities in India❖ Traffic Offence and Penalties in India❖ 4Es to prevent Accidents❖ Road Safety Education Examples of Good Practices	<ul style="list-style-type: none">❖ Understanding about the Road Mishaps and the Preventive Measures about Accidents❖ Knowledge about the different Provisions and the Acts of Road Safety.	<p>10</p>	
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Suggestive Projects for Class – X (Social Science)

1. Eminent women freedom fighters from different parts of India and present information through photographs, illustrations, writings, speeches, etc.
2. Collect information on the conditions of the peasantry, city dwellers, kings and nobility before the revolution and the kinds of inhuman practices that were followed in France/German
3. Prepare the following documents to organize a session of Parliament for a Parliamentary democracy.
 - a. Officials required – Composition of the House.
 - b. Seating plan diagram
 - c. A Bill on any current economic or social value, for example child labour laws, women’s reservation, free medical care bill.
 - d. Documents on procedures
 - e. A debate/speech on any issue either from the government or opposition side.
4. Write a report on how man’s interaction with nature has resulted in different hazardous situations such as
 - a. Deforestation and soil erosion causing floods and droughts.
 - b. Faulty constructional practices leading to disastrous impact on life and property during cyclones and earthquakes.
 - c. Water scarcity in rural and urban areas.
 - d. Uncontrolled growth of settlements on hazardous hill slopes causing landslides.
5. Design posters/slogans/skits/songs for generating awareness about Road Safety among other school children.



6. Interview any of the Govt./Non-Government functionaries in your locality on their role in Disaster Management:

Senior District Magistrate

Additional District Magistrate

Sarpanch

Head of any NGO – dealing in Disaster Management

Police inspector,\

Superintendent of Police

Civil Defence Warden.

Prescribed Books:

- 1- A textbook of History for Class 10th (India and the Contemporary World-II)
- 2- A textbook of Geography for Class 10th (Contemporary India-II)
- 3- A textbook of Political Science for Class 10th (Democratic Politics-II)
- 4- A textbook of Economics, Disaster Management, and Road Safety Education for Class 10th
Published by Jammu & Kashmir Board of School Education.