

Time:	3Hrs.				Max. Marks	s:100	
S.No	Titles		Periods	Theory (Marks)	Internal Assessment (Marks)		
1.	India and the Contemporary World – II (HISTORY)		65 25				
2	Contemporary India –II (GEOGRAPHY)		55	20	20		
3	Democratic Politics – II (POLITICAL SCIENCE )	emocratic Politics – II		20			
4	Economics, Disaster Management and Road Safety Education		40	15			
			215	80	_		
Title 1:	India and the Contemporary World – II (HISTO	ORY)					
Themes		Lea	Learning Objectives		Total Periods 65	Total Marks 25	
					Breakup of periods	Breakup of marks	
Section	1: Events and Processes:				14	06	
<ul> <li>The</li> <li>The</li> <li>The</li> <li>Vis</li> </ul>	<i>The Rise of Nationalism in Europe:</i> e French Revolution and the Idea of the Nation he Making of Nationalism in Europe he Age of Revolutions:1830-1848 e Making of Germany and Italy sualizing the Nation tionalism and Imperialism	<ul> <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-1830period.</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>					

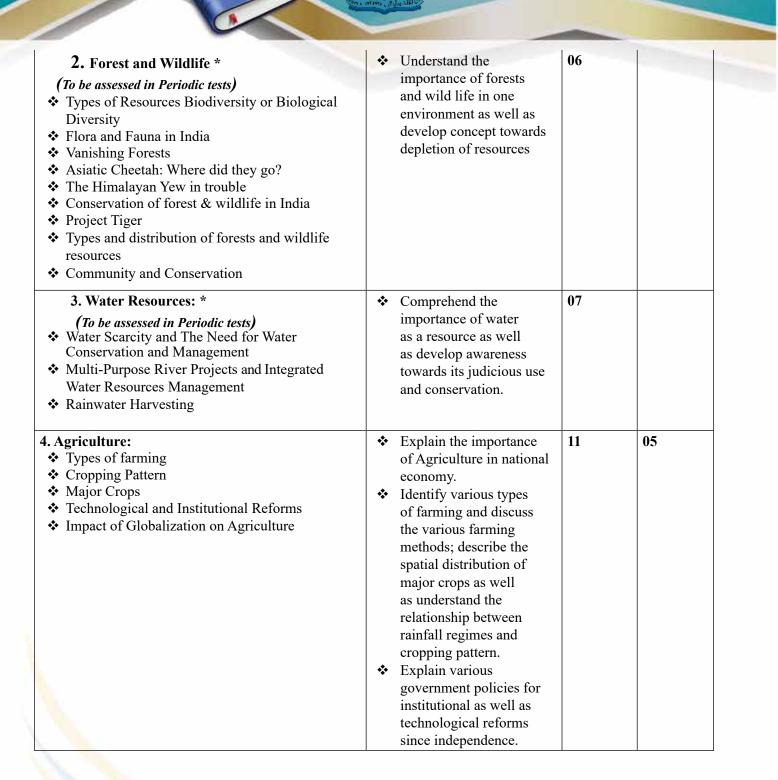


2. Nationalism in India:			
<ul> <li>The First World War, Khilafat and Non – Cooperation</li> <li>Differing Strands within the Movement</li> <li>Towards Civil Disobedience</li> <li>The Sense of Collective Belonging</li> </ul>	<ul> <li>Recognize the characteristics of Indian nationalism through a case 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> </ul>	10	05
<ul> <li>Section 2: Livelihoods, Economies and Societies: <i>Any one theme Between 3 and 4:</i> <ul> <li><i>The Making of a Global World:</i></li> <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> </li> <li>OR <ul> <li>The Age of Industrialization:</li> <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> </li> </ul>	<ul> <li>Appreciate the ideas promoting Pan Indian belongingness.</li> <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> <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>	13	06



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<ul> <li>Section 3: Everyday Life, Culture and Politics:</li> <li>5. Print Culture and the Modern World:</li> <li>The First Printed Books</li> <li>Print Comes to Europe</li> <li>The Print Revolution and its Impact</li> <li>The Reading Mania</li> <li>The Nineteenth Century</li> <li>India and the World of Print</li> <li>Religious Reform and Public Debates</li> <li>New Forms of Publication</li> </ul>	<ul> <li>Identify the link between print culture and the circulation of ideas.</li> <li>Familiarize with pictures cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past.</li> <li>Understand that forms of writing have a specific history and that they reflect historical changes</li> </ul>		05
<ul> <li>Print and Censorship</li> <li>Section 4: Modernization of Erstwhile Jammu &amp; Kashmir State.</li> <li>6.Post Independence Era : Jammu and Kashmir on the path of Modernisation</li> <li>Naya Kashmir Manifesto</li> <li>Economic and Social Reforms</li> <li>Agricultural and Infrastructural Development</li> <li>Era of Cooperatives</li> <li>Naw Space for Women</li> </ul>	<ul> <li>To understand the impact about various initiatives taken in different fields in Post Independence Era.</li> <li>To analyze the impact of different initiatives taken</li> </ul>	05	03
<ul> <li>New Space for Women</li> <li>Health Care Facilities</li> <li>Cultural Policies</li> </ul> Title 2: Contemporary India – II (GEOGRAPHY) Themes Learning Objectives			Total Marks 20 Breakup of Marks
<ul> <li>1. Resources and Development:</li> <li>Types of Resources</li> <li>Development of Resources</li> <li>Resource Planning in India</li> <li>Land Resources</li> <li>Land Utilization</li> <li>Land Use Pattern in India</li> <li>Land Degradation and Conservation Measures</li> <li>Soil as a Resource</li> <li>Classification of Soils</li> <li>Soil Erosion and Soil Conservation</li> </ul>	Understand the value of resources and the need for their judicious utilization and conservation	09	05





<ul> <li>5. Minerals and Energy Resources</li> <li>What is a mineral?</li> <li>Mode of occurrence of Minerals</li> <li>Ferrons and Non-Ferrons Minerals</li> <li>Ferrons Minerals</li> <li>Non-Metallic Minerals</li> <li>Rock Minerals</li> <li>Conservation of Minerals</li> <li>Energy Resources Conventional and Non- Conventional Conservation of Energy Resources</li> </ul>	<ul> <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>	09	04
<ul> <li>6. Manufacturing Industries:</li> <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>	<ul> <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>	07	03
<ul> <li>7. Life Lines of National Economy:</li> <li>Transport, Roadways, Railways, Pipelines, Waterways, Airways</li> <li>Communication</li> <li>International Trade</li> <li>Tourism as a Trade</li> <li>*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</li> </ul>	<ul> <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>	06	03



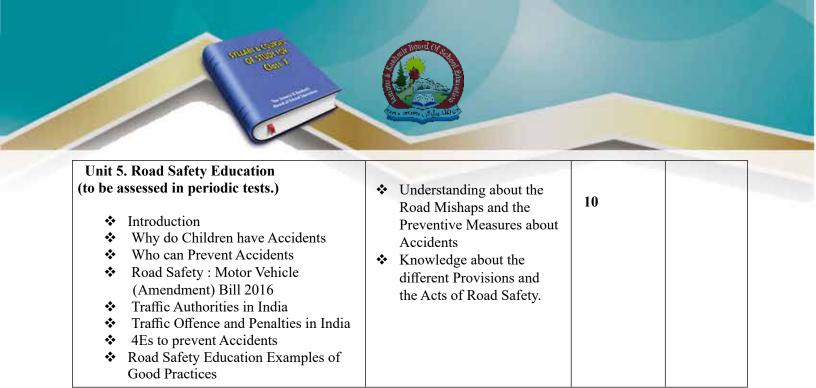
Title 3. Democratic Politics – II (POLITIC	Total Periods 55	Total Marks 20	
Themes	Learning Objectives	Breakup of Periods	Breakup of Marks
<ul> <li>1. Power Sharing:</li> <li>Case Studies of Belgium and Sri Lanka</li> <li>Why power sharing is desirable?</li> <li>Forms of Power Sharing</li> </ul>	<ul> <li>Familiarize with the centrality of power sharing in a democracy.</li> <li>Understand the working of spatial and social power sharing mechanisms</li> </ul>	07	05
<ul> <li>2. Federalism:</li> <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> <li>Analyse federal provisions and institutions.</li> <li>Explain decentralization in rural and urban areas.</li> </ul>	08	05
<ul> <li>3. Democracy and Diversity: * <ul> <li>(To be assessed in Periodic tests only)</li> </ul> </li> <li>Case Studies of Mexico <ul> <li>Differences, similarities and divisions</li> <li>Politics of social divisions</li> </ul> </li> </ul>	<ul> <li>Analyse the relationship between social cleavages and political competition with reference to Indian situation.</li> </ul>	05	
<ul> <li>3. Gender, Religion and Caste:</li> <li>Gender and Politics</li> <li>Religion, Communalism and Politics</li> <li>Caste and Politics</li> </ul>	<ul> <li>Identify and analyse the challenges posed by communalism to Indian Democracy.</li> <li>Recognize the enabling and disabling effects of caste and ethnicity in politics.</li> <li>Develop a gender perspective on politics.</li> </ul>	07	03
<ul> <li>5. Popular Struggles and Movements:*</li> <li>(To be assessed in Periodic tests only )</li> <li>◇ Popular Struggles in Nepal and Bolivia</li> <li>◇ Mobilization and Organization</li> <li>◇ Pressure Groups and Movements</li> </ul>	<ul> <li>Understand the vital role of people's struggle in the expansion of democracy.</li> </ul>	05	



<ul> <li>6. Political Parties:</li> <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>	<ul> <li>Analyse party systems in democracies.</li> <li>Introduction to major political parties, challenges faced by them and reforms in the country</li> </ul>	09	03
<ul> <li>7. Outcomes of Democracy:</li> <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> <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>	06	02
<ul> <li>8. Challenges to Democracy:*</li> <li>(To be assessed in Periodic tests only)</li> <li>Thinking about challenges</li> <li>Thinking about Political Reforms</li> <li>Redefining democracy</li> </ul>	<ul> <li>Reflect on the different kinds of measures possible to deepen democracy.</li> <li>Promote an active and participatory citizenship.</li> </ul>	05	
Addendum The Jammu and Kashmir Reorganization Act, 2019 *Note:	<ul> <li>Understanding of the Re- organization Act, 2019</li> <li>Knowledge about the different provisions of the act</li> </ul>	03	02

\*Note: The chapters **"Democracy and Diversity"**, **"Popular Struggles and Movements"** and **"Challenges to Democ-racy"** to be assessed in the Periodic Tests only and will not be evaluated in JK, BOSE Examination.

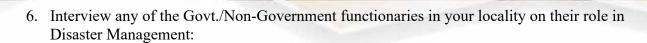
Title 4. Economics, Disaster Management and Road Safety Education			Total Periods 40	Total Marks (15)
Themes		Learning Objectives	Breakup of Periods	Breakup of Marks
<ul> <li>Unit 1: Understanding J &amp; K Economy</li> <li>Contribution of Major Sectors in the J and K</li> <li>Economic Importance of Primary Sector</li> <li>Agriculture Allied Sectors, Majors Crops, Live Stock, Horticulture</li> <li>Fisheries, Forest, Mining, Quarrying</li> <li>Economic Importance of Secondary Sector</li> <li>Economic Importance of Tertiary Sector</li> <li>Hurdles in Economic Development</li> </ul>	*	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
<ul> <li>Unit 2: Employment Generation</li> <li>Potential and Scope for Employment generation</li> <li>Special Industry Initiative (SII J&amp;K)</li> <li>Towards Employment Initiative</li> <li>Sectoral Initiatives taken by the Government for employment</li> </ul>	*	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.	*	The learner should be able to understand how the stock markets operate.	04	
Unit 4. Protecting Ourselves from Disasters*			09	05
<ul> <li>Survival Skills: Search and Rescue Skills</li> <li>Safe Construction Practices: Various Structural Safety Measures taken up for Constructing Disaster Resistant Building</li> <li>Emergency Communication during a Disaster</li> <li>Sharing Responsibility :Role of Individual, Community NGOs, Local and State Bodies</li> <li>Ill effects of Polythene</li> </ul>	*	Understanding of Role and Responsibilities during the Disasters. Promotion of Skills by Active and Participatory Approach in Management of Disasters.		



## 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.

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