

STANDARD X - SOCIAL SCIENCE

New Curriculum and Syllabus with effect from the Academic year 2004-2005

- A. Social Science includes parts of History, Sociology, Economics, Civics and Geography
 B. Broad Aim : To make the pupil socially aware, take in interest in social development and develop as a good citizen.
 C. Evaluation : I. History : 40 Marks, II. Civics : 20 Marks, III. Geography : 40 Marks - Total : 100 Marks.

I. History of Modern India (Society, Economy and Culture) - 68 Periods (Inclusive of Revision, Test etc.,)					
Unit/ Lesson No.	Expected Learning Outcome	Syllabus	1. Instructional Strategy 2. Practical Exercise 3. Evaluation	1. Teaching Aids/Media 2. Illustrations	Periods
I.1	1. Pupil acquires knowledge about the Europeans who came to India. 2. Pupil understands about the expansion of British power in India. 3. Pupil will be able to explain how the British established their rule in India.	The advent of the Europeans-Establishment of British rule in India	1. Explain the Europeans who came to India. 2. Pupil to mark the European settlements on the map of India (the settlements of the English, the Dutch, the French and the Portuguese) 3. Map work : 10 marks	1. Use map of world 2. Use map of Europe 3. Use map of India 4. Use the political map of Europe showing the sea routes	8
I.2	1. Pupil acquires knowledge about the growth of British power in India. 2. Pupil understands the Carnatic and Mysore wars. 3. Pupil will be able to analyse and discuss the demerits of Doctrine of Lapse. 4. Pupil will be able to explain the reforms of Lord Bentinck.	Expansion of British power in India-Carnatic Wars-Mysore Wars-Maratha Wars-Subsidiary Alliance system - Social Reforms of Lord William Bentinck-Doctrine of Lapse	1. • Explain the expansion of British power in India with use of map of India • Explain Carnatic and Mysore wars • Explain the Subsidiary Alliance system 2. • Pupil to mark the places where the Carnatic and Mysore wars took place • Pupil to discuss in detail	1. Use map of India. 2. Use pictures of the Nizam of Hyderabad, Wellesley, Bentinck and Dalhousie	10

			<p>Subsidiary Alliance and its disadvantages.</p> <p>3. Map work and written test - 10 marks</p>		
I.3	<ol style="list-style-type: none"> 1. Pupil acquires knowledge about the first war of Indian Independence. 2. Pupil understands how the East India Company's rule came to an end. 3. Pupil will be able explain the first war of Indian independence 	The first war of Indian Independence (Great Revolt of 1857) End of East India Company's rule	<ol style="list-style-type: none"> 1. Explain the first war of Indian Independence 2. <ul style="list-style-type: none"> • Pupil to write short stories in relation to the great revolt. • Mark the places connected with the First war of Indian Independence on the map of India. 3. Written test : 10 marks 	<ol style="list-style-type: none"> 1. Use map of India. 2. Use the pictures of Indian leaders who fought in the first Indian war of Independence 3. Use the picture of Queen Victoria 	6
II.4	<ol style="list-style-type: none"> 1. Pupil acquires knowledge about social reformers 2. Pupil acquires knowledge about the principles of various social reform movements. 3. Understands the organisations started during the reform movement, 4. Able to explain the services rendered by Raja Ram Mohan Roy 5. Pupil recalls the services of Rama Krishna, Vivekanda, Mrs.Annie Besant and Sir Syed Ahmed Khan 	Social and Religious reform movements in the 19th century-causes-the Brahmo samaj - the Arya samaj Theosophical society-Ramakrishna mission-Muslim movements-Parsi and Sikh reform movements effects	<ol style="list-style-type: none"> 1. Explain the condition of India before the social reform movement. 2. <ul style="list-style-type: none"> • Pupil to collect and list the pictures of social reformers. • Visit Kanyakumari and see Vivekananda rock-statue and get practical knowledge about his preachings. • Visit a nearby Ramakrishna mutt. 3. Essay test : 10 marks 	1. Pictures of social reformers	8
III.5	<ol style="list-style-type: none"> 1. Pupil acquires knowledge about the emergence and growth of the Indian 	Emergence of the Indian National Movement-Growth-period of the moderates-	<ol style="list-style-type: none"> 1. Explain the objectives and goals of the Indian National Congress. 	<ol style="list-style-type: none"> 1. Use map of India 2. Use pictures of moderate and extremist leaders 	8

	<p>National movement,</p> <p>2. Pupil will be able to analyse the causes for the split of moderates and extremists.</p> <p>3. Pupil will be able to assess the contribution of moderates and extremists</p>	<p>extremists</p>	<p>2. • Pupil to list the names of moderate and extremist leaders.</p> <p>• Pupil to mark the places where the conferences of the Indian National Congress were held.</p> <p>3. Unit test : 10 marks</p>		
III.6	<p>1. Pupil acquires knowledge about Non-cooperation movement, Salt Satyagraha and Quit India movements.</p> <p>2. Pupil understands the outcome of the Round Table Conferences</p> <p>3. Pupil will be able to discuss about the vital part played by Gandhi in freedom struggle.</p> <p>4. Pupil will be able to explain the services of Mahatma Gandhi to India's freedom</p>	<p>India's struggle for Freedom-Gandhian Era</p>	<p>1. Explain Gandhian Era-explain the Indian National army</p> <p>2. • Pupil to Dramatise Dandi March</p> <p>• Map work-pupil to mark the places where national movements were vigorous.</p> <p>3. Written test : 10 marks</p>	<p>1. Use map of India</p> <p>2. Pictures of Gandhiji and other leaders of Gandhian Era.</p>	8
IV.7	<p>1. Pupil acquires knowledge about the social and educational progress in India since 1947.</p> <p>2. Pupil acquires knowledge about the abolition of untouchability</p> <p>3. Pupil understands the effects of social and educational progress in India.</p> <p>4. Pupil will be able to explain</p>	<p>India since Independence (1947-2000)-social progress-educational progress</p>	<p>1. • Explain the progress of India since 1947.</p> <p>• Describe the measures taken by the Government for the upliftment of women.</p> <p>2. • Pupil to collect pictures, about abolition of untouchability, upliftment of women, Abolition of bonded labour and literacy movement.</p>	<p>1. Use map of India</p> <p>2. Use statistical figures to indicate growth of literacy.</p> <p>3. Use pictures showing the social and educational progress.</p> <p>4. Government publications</p>	8

	the social, educational progress in India since independence.		<ul style="list-style-type: none"> Pupil to write an essay about the educational development since 1947. 3. Question and answers : 10 marks		
IV.8	1. Pupil acquires knowledge about the economic development during the plan periods. 2. Pupil understands the scientific and technological developments. 3. Pupil will be able to discuss about five year plans, liberalisation and globalisation.	Planned economic development during the plan periods-Scientific and technological developments -Liberalisation-Globalisation-impact.	1. Explain five year plans and how they contributed to India's growth, Liberalisation and Globalisation. 2. Pupil to collect pictures about industrial development. 3. Essay writing : 10 marks	1. Use the map of India 2. Govt publications 3. Pictures showing the industrial development	6
IV.9	1. Pupil acquires knowledge about the features of Panchasheel. 2. Pupil understands NAM and SAARC. 3. Pupil will discuss about India's relationship with Pakistan	India's foreign policy-NAM-SAARC etc.	1. Explain India's relationship with neighbouring countries. 2. <ul style="list-style-type: none"> Pupil to prepare an album of all leaders who shaped India's foreign policy. Pupil to mark on the outline map of world the members of SAARC. 3. Written Test : 10 marks	1. Use map of world 2. Use pictures of leaders who framed the Panchaseel and world leaders who visited India.	6
CIVICS - 34 PERIODS (Inclusive of Revision, Test etc.,)					
I.1	1. Pupil acquires knowledge about federal character of Indian Government. 2. Understands the relationship between Central and State Governments and Union	What is Federal Government? The Central, State Governments - Union Territories-Their relationship-Division of powers	1. Quote examples of federal Governments in the world and explain 2. Pupil to list the Indian states and Union territories 3. Oral test : 10 marks	1. Use table to list out Central, State and current subjects	5

	<p>Territories.</p> <p>3. Able to explain the nature of Indian federal structure.</p>				
I.2	<p>1. Pupil understands the powers and functions of the Union Executive, Legislature and Judiciary,</p> <p>2. Able to recall and explain the powers and functions of the Union Executive, Legislature and Judiciary</p>	<p>The Central Government - Executive-Legislature Judiciary (President-Vice-President-PM-Ministers-Parliament-powers-functions-supreme court-powers functions)</p>	<p>1. Prepare a flowchart showing the wings of the Central Government and explain.</p> <p>2. Pupil to list out the names of the Heads of Union Executive, Legislature and Judiciary.</p> <p>3. Written test : 10 marks</p>	<p>1. Use diagrams</p> <p>2. Use pictures of Rashtrapathi Bhavan, Parliament Building and Supreme Court building.</p> <p>3. TV telecast of Parliament news-newspapers</p>	8
I.3	<p>1. Pupil acquires knowledge about the State Administration.</p> <p>2. Understands the powers and functions of the Governor, Chief Minister, Ministers, Speaker, MLAs, Legislature, Chief Judge, High Court Judges etc.</p>	<p>The State Government - Executive - Legislature-Judiciary (Governor-CM-Ministers-Speaker-MLAs-High Court-powers and functions)</p>	<p>1. Prepare a flowchart showing the State Government Administrative setup and explain.</p> <p>2. Pupil to list out the names of TN Governor, CM, Ministers and the Governors and CMs of neighbouring states.</p> <p>3. Unit test : 10 marks</p>	<p>1. Use diagram</p> <p>2. Use pictures of Rajbhavan, Secretariat, (Fort St.George) High Court Buildings etc.</p> <p>3. T.V.Programmes related to the topic</p>	6
II.4	<p>1. Pupil understands that the Election Commission of India is an independent constitutional body</p> <p>2. Understands the powers and functions of the Election of Commission of India and State Election Commissions</p> <p>3. Able to describe their role</p>	<p>Election Commission of India-State Election Commissions-Composition-powers and functions</p>	<p>1. Use diagram to explain the topic.</p> <p>2. Pupil to list out the names of Election Commissioners.</p> <p>3. Written test : 10 marks</p>	<p>1. Use the pictures of emblem of Election Commission of India, name of building, etc.</p> <p>2. T.V. programmes related to the topic - Newspaper reports.</p>	5
II.5	<p>1. Pupil understands how the Members of Parliament, State Assemblies and Local</p>	<p>Elections to the Parliament-State Legislatures and Local Bodies</p>	<p>1. Cite the example of local M.P., M.L.A., M.C. or Panchayat representative and explain.</p>	<p>1. Use pictures of Parliament, State Legislature, Municipal Corporation, Panchayat</p>	5

	bodies are elected. 2. Recognises the role of people's representatives 3. Able to describe their responsibilities		2. Pupil to list out the responsibilities of MPs, MLAs, M.C. and Panchayat leaders. 3. Written Test : 10 marks	Union-TV programmes related to the topic-news paper reports.	
II.6	1. Pupil understands about citizenship and voting rights. 2. Pupil acquires knowledge about voter identity card and voting system. 3. Pupil will be able to describe the symbols of political parties and duties of voters.	Citizenship-Voting right-age-need for voting-voter - Identity card-Voting system-political Party symbols - Duties of voters	1. Explain who are the Citizens of India and Non-Resident Indians. 2. Pupil to list out qualifications for Citizenship and Voting right 3. Unit test : 10 Marks	1. Use newspaper reports and other articles related to the topic	5