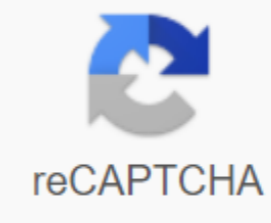




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## Cbse class 10 social science syllabus pdf

CBSE Class 10 Social Sciences Curriculum 2020: Class 10 is considered one of the most important exams for each student. The results of the class 10 board exams determine which stream to select in a senior high school. Students who appear in the exam must have clear knowledge of the class 10 curriculum for each subject. This will help them plan their preparation accordingly and ensure that all chapters and concepts are completed. The Central Committee for Secondary and Educational Policy (CBSE) develops the Curriculum of the DZSE Class 10 for Social Sciences. Schools affiliated with THE CBSE should follow the prescribed CBSE Class 10 Revised Social Sciences Curriculum by the CBSE Committee. Social science is one of the most important subjects in class 10. Students preparing for the exam on the board must be aware of the detailed curriculum of the CBSE Class 10 for Social Sciences. Social science consists of 4 parts, namely history, geography, economics and political science. In this article we will provide a detailed CBSE Class 10 Revised Curriculum for 2020-21. Continue reading to learn all about the CBSE Class 10 Social Sciences Curriculum. CBSE CLASS 10 NCERT SOLUTIONS PDF DOWNLOAD: Board officials revised the class 10 social sciences curriculum, which was reduced by 30% of the original or complete curriculum. CBSE Class 10 Curriculum for Social Sciences Before we enter the detailed CBSE Class 10 curriculum for social sciences, let's look at the distribution of markers for history, Geography, Economics and Political Science: UnitsUnit NameMarksIndia and the Contemporary World – II (20)IIContemporary India – II (20)IIDemocratic Politics – II (20)IVUnderstanding Economic Development20Total80 CBSE Class 10 Social Science Syllabus – History Unit 1: India and the Contemporary World – II (46 Periods) TheLemesemination ObjectivesEction 1 : Events and processes:1. The rise of nationalism in Europe:The French Revolution and the idea of the nationHood of nationalism in Europe The age of revolutions: 1830-1848 The creation of Germany and ItalyVisualizing the NationNationalism and Imperialism2. Nationalism in India: The First World War, Khilafat and non – CooperationDiffering Strands within the MovementTowards Civil Disobedience Sense of Collective AffiliationSection 2: Existence, Economy and Society: Any topic of the following. The selected topic should be assessed only in periodic tests and will not be assessed on the governing board's exam.3. Creating a global world: Premodern worldNational economy of the nineteenth century, colonialism)Interwar economy (Great Depression)Reconstruction of the world economy4. Age of Industrialization: Before the Industrial RevolutionHand work and steam powerIndustrialization in coloniesFactories come to the peculiarities of industrial growthMarket for Goods1. Allow students to recognise and understand the forms in which nationalism has evolved the formation of national states in Europe after 1830. Establish a relationship and tell the difference between European nationalism and anti-colonial nationalism.3. Understand the way the idea of nationalism emerged and led to the formation of national states in Europe and elsewhere.4. Recognize the characteristics of Indian nationalism through the case study of the Movement for Non-Compliance and Civil Disobedience.5. Analyze the nature of the different social movements of that time.6. Familiarize yourself with the writings and ideals of different political groups and individuals.7. I appreciate ideas that promote pan-Indian affiliation. Show that globalization has a long history and points to shifts within the process. Analyze the implications of globalization for local economies.8. Talk about how globalisation is perceived differently by different social groups. Meet the 9th U.S. Air Proindustrial phase and early – factory system.10. Familiarize yourself with the process of industrialization and its impact on the working class.11. Allow them to understand industrialization in the colonies with respect to the textile industry. CBSE Class 10 Social Science Syllabus – Geography Unit 2: Contemporary India – II (34 Periods) Theme Goals1. Resources and development:--Resource types – resource development – resource planning in India – land resources – land use pattern in India – land degradation and conservation – measures – soil as resource-classification of soil – soil erosion and soil conservation3. Water Resources:Keep at the beginning: The theoretical aspect of this chapter will not be evaluated in periodic examinations and board testing. Only the map items listed in this chapter's list of cards will be evaluated in the committee's examination. 4. Agriculture: Types of agriculture – cropping – sample – main crops – technological and institutional - reforms – impact of globalisation on agriculture5. Minerals :Note: The theoretical aspect of this chapter will not be evaluated in periodic tests and board testing. Only the map items listed in this Chapter's list of cards will be assessed in the board exam.6. Manufacturing industries:--Importance of production – contribution of industry to the national economy – industrial location – classification of industries – spatial distribution – industrial pollution and environmental degradation – control of environmental degradation7. Lifelines of the national economy: transport – roads, railways, pipelines, waterways, AirwaysCommunicationInternational TradeTourism as well as trade1. Understand the importance of forests and wildlife in one environment, as well as develop a concept toward resource depletion.2. Identify the different dams in the country.3. Explain the importance of agriculture in the national economy.4. Identify different types of agriculture and discuss different methods of cultivation; describe the spatial distribution of the main crops, as well as understand the relationship between precipitation regimes and pruning patterns.5. Determine the places where indifferent energy resources are available.6. Share the importance in the national economy, as well as to understand the regional differences arising from the concentration of industries in some areas.7. Discuss the need for planned industrial development and discuss the government's role in sustainable development.8. Explain the importance of transport and communication in an ever-shrinking world. Understand the role of trade and tourism in the economic de CBSE class 10 Social Science Syllabus – Political Science Unit 3: Democratic Politics – II (27 Periods) ThemesLearning Objectives1. Power Sharing:--Case Studies of Belgium and Sri Lanka – Why is power sharing desirable?--Forms of power sharing2. Federalism – What is federalism?– What makes India a federal land?--How is federalism practiced?--Decentralization in India6. Political parties:--Why do we need political parties?--How many parties should we have?--National political partiesState parties – Challenges to political parties – How can parties be reformed?7. Outcomes of democracy:--How do we assess the outcomes of democracy?--Responsible, responsive and legitimate government – Economic growth and development – Reducing inequality and poverty – Accommodation of social diversity – dignity and freedom of citizens 1. Familiarize yourself with the centrality of power-sharing in democracy.2. Understand the work of spatial and social power-sharing mechanisms.3. Analyze federal provisions and institutions.4. Explain decentralisation in rural and urban areas.5. Analyze party systems in democracies. A prelude to major political parties, the challenges they face and reforms in the country. 6. Rate the functioning of democracies compared to alternative forms of government.7. Understand the causes of the continuation of democracy in India.8. Distinguish between the sources of strengths and weaknesses of Indian democracy. CBSE Class 10 Social Science Syllabus – Economic Unit 4: Understanding Economic Development (44 Periods) Theme Goals1. Development:--What development promises – Different people different goals – revenues and other objectives – National DevelopmentHow to compare different countries or countries?--Revenues and other criteria – Public facilities – Sustainability of development2. Sectors of the Indian economy:--Sectors of economic activityCompeting three sectors – primary, secondary and tertiary sectors in India – division of sectors as organised and disorganised – sectors in terms of ownership: public and private sectors3. Money and loans:--Money as a medium of exchange – Modern forms of money – Credit activities bankstwo different credit situationsTermi credit-formal sector loan in IndiaSelf Help Groups for the Poor4. Globalization and the Indian economy:--Manufacturing in all countriesInterlinking production across countries – external trade and market integration – What is globalization?--Factors that enabled globalization – World Trade OrganizationImpact globalization on India – Fight for fair globalization1. Familiarize yourself with concepts Understand the reasons for overall human development in our country, which includes income growth, improvements in health and education, not income.3. Understand the importance of quality of life and sustainable development.4. Identify the main sectors that create jobs. Understand government investments in different sectors of the economy.5. Think of money as an economic concept.6. Understand the role of financial institutions from the point of view of everyday life.7. Explain the work of the Global Econo CBSE Class 10 Social Science Syllabus – Project Work CLASS X (2020-21) 05 Periods 05 Marks 1. Each student must undertake any project on the following topics: Consumer Awareness ORSocial Issues ORSustainable Development 2. Goal: The general aim of the project work is to help students gain insight and pragmatic understanding of the subject and see all the disciplines of social sciences from an interdisciplinary perspective. It should also help improve the life skills of students. Students are expected to apply the concepts of social sciences they have learned over the years to prepare a report on the project. If necessary, students can go out to collect data and use different primary and secondary resources to prepare the project. If possible, different forms of art can be integrated into the project work. 3. The distribution of assessments to different aspects relating to project work is as follows: S.NO. ASPECTSMARKS.Content accuracy, originality and analysis2b. Presentation and creativity 2c. Viva Voce1 4. Projects carried out by students in different topics should be subsequently shared among themselves through interactive sessions such as exhibitions, panel discussions, etc. 5. Concerned schools should carefully maintain all assessment documents under this activity. 6. A summary report should be prepared to highlight: objectives achieved by individual work and group interactions;calendar of activities of innovative ideas generated in the process ;p description of questions posed in viva voca. 7. It should be noted here to all teachers and students that prepared projects and models should be made of environmentally friendly products without too much expenditure. 8. The project report should be written by hand by the students themselves. 9. Records relating to projects (internal assessment) of pupils shall be kept for a period of three months from the date of publication of the results for verification at the discretion of the Board. Confirmed cases, if any or those involving RTI/ Complaints may, however, keep up after three months of CBSE Class 10 Curriculum For Social Sciences – Outline Political Map of India Chapter – 3 Nationalism in India – (1918 – 1930) for Locating and Tagging /Identification Indian National Congress Session:Calcutta (Sep 1920)Nagpur (December 1920)Madras (1927)Important Centres of Indian National (Bihar) – Indigo PlantersKheda (Gujrat) movement – Village SatyagrahAhmedabad (Gujarat) – Workers of the Satyagraha Amritsar cotton factory (Punjab) – Jallianwala Bagh IncidentChauri Chaura (U.U.P.) – Calling the Non-Cooperation MovementDandi (Gujarat) – Civil Disobedience Movement GEOGRAPHY (Outline Political Map of India) Chapter 1: Resources and Development (Identification only) Chapter 3: Water Resources (Locating and Tagging) Dam: a. Salal. b. Bhakra Nangal. In Tehri. Rana Pratap Sagar. Sardar Sarovar. Hirakud, Hirakud. Nagarjuna Sagar. Tungabhadra Note: Chapter Water Resources to be evaluated only in periodic tests and will not be evaluated in the board exam. Chapter 4: Agriculture (Identification only) Main areas of rice and wheat largest / Main producer of sugar cane, tea, coffee, rubber, cotton and jute Chapter 5: Minerals and minerals of energy resources (Identification only) a. Iron ore mines • Mayurbhanj • Durg • Bailadilab. Bellary Kudremukh Coal Mines. Image copyright Getty Images Image caption The utility said it was working with the U.S. Government to cut the utility's lead in the 2016-16 market Nuclear□ Ramagundam• Narora• Kakrapar• Tarapur• Kalpakkam Chapter 6: Manufacturing industries (location and labelling only) Cotton textile industries: a. Mumbai. In Indor. SuratIron and The Steelworks: d. Kanpure. Coimbatore, coimbatore. Durgapur. Bokaroc, bokaroc. JamshedpurSoftware Technology Parks:d. Bhilai. Vijaynagar, vijaynagar. Salem. Noidab. Gandhinagar, gandhinagar. Mumbai. PuneChapter 7: Lifelines of the national economic major ports: (Locating and tagging). Hyderabad. Bengaluru. U Chennai. Thiruvananthapuram. Kandlab. Mumbai. Marmagaod, marmagaod. The new Mangalore. KochiInternational Airport:f. Tuticoring. U Chennai. U Vishakhapatnam. Parade it. Haldiaa, haldiaa. Amritsar (Raja Sans)b. Delhi (Indira GandhiInternational)c. Mumbai (Chhatrapati Shivaji)d. Chennai (Meenam Bakkam)e. Kolkata (Netaji Subhash ChandraBose)f. Hyderabad (Rajiv Gandhi) Note: Objects of location and marking can also be given for identification. CBSE Class 10 Curriculum for Social | Best Books for CBSE Class 10 Social Sciences 1India and Contemporary World-II – Published by NCERT2Contemporary India-II – Published by NCERT3Democratic Politics-II – Published by NCERT4Understanding Economic Development – Published by NCERT5Together To Safer India – Part III, Tutorial on Disaster Management – CBS Published Now You Have a Clear Idea Of Class 10 cbsE Social Science Sybus. In order to have good results in the exam, students must have basic knowledge of all chapters and concepts. Sufficient issues from the previous year should also be addressed. Students can solve fake CBSE Class 10 tests on Embibe selected from NCERT textbooks, as well as from other advanced reference books. TAKE CBSE CLASS 10 MATHS & SCIENCE TESTS HERE WE HOPE TO GIVE YOU THIS article on CBSE Class 10 Syllabus for Social Science help. If you have any enquiries regarding this Article CBSE Class 10 Curriculum for Social Sciences, drop your comments below and we'll be back to you. Views from 14099.