

**BHARTIYA VIDYA MANDIR SENIOR SECONDARY SCHOOL**  
**SECTOR-39, CHANDIGARH ROAD, LUDHIANA**  
**SYLLABUS OF CLASS X**

BOOKS:		SUBJECT - SOCIAL SCIENCE		SESSION - 2024-2025		
History: India and the Contemporary World-II Political Science : Democratic Politics-II Geography : Contemporary India-II Economics : Understanding Economic Development						
Month	Unit/Chapter/Topic	Learning Objectives	Resources/Art-integrated pedagogy E-Resources	Learning Outcomes/ Skills learnt by students	Map Work	
APRIL	GEO CH-1 Resources and Development	<ul style="list-style-type: none"> <li>* To introduce students to the concept of resources and their classification.</li> <li>* To familiarize students with the distribution, utilization, and conservation of resources.</li> <li>* To understand the significance of resources in human life and their sustainable management.</li> </ul>	<ul style="list-style-type: none"> <li>* Lecture method</li> <li>* Maps and Charts</li> </ul>	<a href="https://files.oddev.oci.diksha.gov.in/nlp-content-production/content/assets/d/o_3131001563659714561263/resources-and-development-1.mp4">https://files.oddev.oci.diksha.gov.in/nlp-content-production/content/assets/d/o_3131001563659714561263/resources-and-development-1.mp4</a>	<ul style="list-style-type: none"> <li>* Students will learn about the processes involved in resource development, including exploration, extraction, processing, and utilization, as well as the role of technology and innovation in resource management</li> </ul>	Identify Major Soil Types
	GEO CH-2 Forest and Wildlife Resources	<ul style="list-style-type: none"> <li>* Examine the importance of conserving forests and wild life and their interdependency in maintaining the ecology for the sustainable development of India.</li> </ul>	<ul style="list-style-type: none"> <li>* Group discussion</li> <li>* Art intergration strategy</li> </ul>	<a href="https://files.oddev.oci.diksha.gov.in/nlp-content-production/content/assets/d/o_3131142032026419201232/forest-and-wildlife-resources-part-1.mp4">https://files.oddev.oci.diksha.gov.in/nlp-content-production/content/assets/d/o_3131142032026419201232/forest-and-wildlife-resources-part-1.mp4</a>	<ul style="list-style-type: none"> <li>* Students learn about the responsibilities of humans in protecting and preserving natural resources, including forests and wildlife habitats.</li> <li>* Through case studies and examples, students learn to identify environmental challenges such as deforestation, habitat destruction, and poaching, and explore potential solutions to address these issues</li> </ul>	
	CIVICS CH-1 Power - sharing	<ul style="list-style-type: none"> <li>* Students will be able to analyze the world on the basis of power sharing.</li> <li>* Students will be able to compare the lives of people in those countries where power sharing is being practiced and the countries where power is not shared.</li> </ul>	<ul style="list-style-type: none"> <li>* Group discussion</li> <li>* Problem solving method</li> </ul>	<a href="https://obj.diksha.gov.in/nlp-content-production/content/assets/d/o_31314883609236275211935/power-sharing.mp4">https://obj.diksha.gov.in/nlp-content-production/content/assets/d/o_31314883609236275211935/power-sharing.mp4</a>	<ul style="list-style-type: none"> <li>* Enumerate the need for power sharing in democracy.</li> <li>* Summarize the purpose of power sharing in preserving the unity and stability of a country</li> </ul>	
MAY	HISTORY CH-1 The Rise of Nationalism in Europe	<ul style="list-style-type: none"> <li>* Examine the impact of the French Revolution on the European countries in the making of the Nation state.</li> <li>* Explore the nature of the diverse social movements of the time. (1830-1848)</li> <li>□ Examine the ways by which the idea of nationalism emerged and led to the formation of nation states</li> </ul>	<ul style="list-style-type: none"> <li>* Visual aids</li> <li>* Story telling method</li> <li>* Discussion method</li> <li>* Map work</li> </ul>	<a href="https://files.oddev.oci.diksha.gov.in/nlp-content-production/content/assets/d/o_3130953250186117121107/the-rise-of-nationalism-in-europe.mp4">https://files.oddev.oci.diksha.gov.in/nlp-content-production/content/assets/d/o_3130953250186117121107/the-rise-of-nationalism-in-europe.mp4</a>	<ul style="list-style-type: none"> <li>* Students learn about the historical events and processes that led to the rise of nationalism in Europe during the 19th and early 20th centuries, including the French Revolution, the unification of Italy and Germany, and the emergence of nation-states.</li> <li>* Students develop an appreciation for the diversity of cultures, languages, and identities within Europe, and how nationalism both unified and divided societies.</li> </ul>	
	CIVICS CH-2 Federalism	<ul style="list-style-type: none"> <li>* Comprehend the theory and Practice of Federalism in India.</li> <li>* Analyse the policies and politics that has strengthened federalism in practice</li> </ul>	<ul style="list-style-type: none"> <li>* Brain Storming technique</li> <li>*Cartoon interpretation</li> </ul>	<a href="https://obj.diksha.gov.in/nlp-content-production/content/assets/d/o_31308582125141196813644/federalism.mp4">https://obj.diksha.gov.in/nlp-content-production/content/assets/d/o_31308582125141196813644/federalism.mp4</a>	<ul style="list-style-type: none"> <li>* Students understand the nature of federalism and its various aspects.</li> <li>* Students learn the structure of state and local govt.compared to the central govt.</li> </ul>	
	CIVICS CH-3 Gender, Religion and Caste	<ul style="list-style-type: none"> <li>* Examines the role and differences of Gender, religion and Caste in practicing Democracy in India.</li> <li>* Analyses the different expressions based on these differences are healthy or otherwise in a democracy.</li> </ul>	<ul style="list-style-type: none"> <li>* Discussion based learning</li> <li>* Case study and real life examples</li> </ul>	<a href="https://obj.diksha.gov.in/nlp-content-production/content/assets/d/o_31313903189988147213139/gender-religion-and-caste.mp4">https://obj.diksha.gov.in/nlp-content-production/content/assets/d/o_31313903189988147213139/gender-religion-and-caste.mp4</a>	<ul style="list-style-type: none"> <li>* Student learnt to describe communalism, secular state, gender discrimination.</li> <li>* Analyze the role of family law and universal adult franchise.</li> <li>* Understand the Caste inequality</li> </ul>	
JUNE	<b>SUMMER VACATIONS</b>					

JULY	HISTORY CH-2 Nationalism In India	To give knowledge about important phases of the Indian national freedom struggle against British colonial rule, with special reference to the movement led by Mahatma Gandhi and other important figures as well as those that led to independence, and understands the specific Indian concepts, values, and methods (such as Swaraj, Swadeshi, passive resistance, fight for dharma self sacrifice, ahimsa) that played a part in achieving Independence.	* Role play * Story boarding for memorization * Map work * Audio Visual aids	<a href="https://files.odev.oci.diksha.gov.in/ntp-content-production/content/assets/o_3131142113197424641345/nationalism-in-india.mp4">https://files.odev.oci.diksha.gov.in/ntp-content-production/content/assets/o_3131142113197424641345/nationalism-in-india.mp4</a>	* Students learn to analyze historical events and their significance in shaping the nationalist movement in India. They examine factors such as colonialism, economic exploitation, and social injustice, and understand how these contributed to the rise of nationalist sentiment.  * Through the study of different perspectives within the nationalist movement, students develop critical thinking skills. They evaluate the effectiveness of various strategies employed by nationalist leaders and assess the impact of their decisions on the course of Indian history.	<b>I. Congress sessions:</b> * 1920 Calcutta * 1920 Nagpur * 1927 Madras session  <b>II. 3 Satyagraha movements:</b> * Kheda * Champaran * Ahmedabad mill workers  <b>III. Jallianwala Bagh</b>  <b>IV. Dandi March</b>
	GEO CH-3 Water Resources	* Examine the reasons for conservation of water resource in India. * Analyse and infer how the Multipurpose projects are supporting the requirement of water in India	* Project method	<a href="https://files.odev.oci.diksha.gov.in/ntp-content-production/content/assets/o_31318701768170700812569/copy-of-j472.mp4">https://files.odev.oci.diksha.gov.in/ntp-content-production/content/assets/o_31318701768170700812569/copy-of-j472.mp4</a>	* Enumerate why the water resource of India to be conserved. * Summarize the roles of Multipurpose projects in supporting the water requirement of india	<b>Locating and Labeling:</b> * Salal * Bhakra Nangal * Tehri * Rana Pratap Sagar * Sardar Sarovar * Hirakund * Nagarjun Sagar * Tuhgabhadra
AUGUST	HISTORY CH-3 The Making of a Global World Subtopic 1 The premodern world Subtopic 2 19th century 1815 -1914 Subtopic 3 The inter- war economy Subtopic 4 Rebuilding of world economy: the post war era (Interdisciplinary project as part of multiple assessments)	* Explore various aspects of how the world changed profoundly in the 19th century in terms of Economic, Political, Social, Cultural and technological areas. * Analyse the destructive impact of colonialism on the economy and the livelihoods of colonised people.	* Class discussion *Explanation method	<a href="https://files.odev.oci.diksha.gov.in/ntp-content-production/content/assets/o_3130907708511846401430/history-class-x-chapter-3-part-1.mp4">https://files.odev.oci.diksha.gov.in/ntp-content-production/content/assets/o_3130907708511846401430/history-class-x-chapter-3-part-1.mp4</a>	* Summarize the changes that transformed the world in terms of economy, political, cultural and technological areas. * Depict the global interconnectedness from the Pre modern to the present day	
	GEO CH-4 Agriculture	* Comprehends the various aspects of agriculture, including crop production, types of farming, modern agricultural practices, and the impact of agriculture on the environment	* Lecture method * Mind map	<a href="https://files.odev.oci.diksha.gov.in/ntp-content-production/content/assets/o_31313762053248614412534/agriculture-part-1.mp4">https://files.odev.oci.diksha.gov.in/ntp-content-production/content/assets/o_31313762053248614412534/agriculture-part-1.mp4</a>	* Enumerate how agriculture plays a contributory role in Indian economy * Analyses and infers the challenges faced by the farming community in India	<b>Identify:</b> * Major areas of Rice and Wheat * Largest/Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute
SEPTEMBER	<b>TERM-1 EXAMINATION</b>					
OCTOBER	HISTORY CH-4 The Age of Industrialization (To be assessed as part of Periodic Assessment only)	* Examine economic, political, social features of Pre and Post Industrialization. * Analyse the impact of Industrialisation in the colonies with specific focus on India.	* Project method * Virtual tours	<a href="https://files.odev.oci.diksha.gov.in/ntp-content-production/content/assets/o_31338237498780057612703/copy-of-j527.mp4">https://files.odev.oci.diksha.gov.in/ntp-content-production/content/assets/o_31338237498780057612703/copy-of-j527.mp4</a>	* Students develop critical thinking skills by analyzing the social, economic, and environmental consequences of industrialization. *They evaluate the benefits and drawbacks of industrial development and consider alternative approaches to sustainable economic growth.	
	CIVICS CH-4 Political Parties	* Examine the role, purpose and no. of Political Parties in Democracy. * Evaluates the contributions made by national and regional political parties in making or otherwise of Indian democracy.	* Discussion and debate method * Mock Parliament	<a href="https://obj.diksha.gov.in/ntp-content-production/content/assets/o_3131898137373900801275/copy-of-j667.mp4">https://obj.diksha.gov.in/ntp-content-production/content/assets/o_3131898137373900801275/copy-of-j667.mp4</a>	* Analyse the party system in democracies *Challenges faced by political parties  * Justifies the contributions /non contributions made by national and regional political parties in successful functioning of Indian democracy	
	HISTORY CH-5 Print Culture and the Modern World	* Understanding the significance of print culture in shaping modern societies.  * Examining the relationship between print culture and the spread of ideas, including political ideologies, religious beliefs, and cultural values.  * Recognizing the challenges and controversies surrounding censorship, freedom of expression, and propaganda in print media	* Flow Chart to depict the development of print * Images of historical printing press, newspapers etc	<a href="https://files.odev.oci.diksha.gov.in/ntp-content-production/content/assets/o_31315872150746726412198/print-culture-and-the-modern-world-part-1.mp4">https://files.odev.oci.diksha.gov.in/ntp-content-production/content/assets/o_31315872150746726412198/print-culture-and-the-modern-world-part-1.mp4</a>	* Identify the link between print culture and the circulation of ideas. * Understand that forms of writing have a specific history. And that they reflect historical changes within society and shape the forces of change	

NOVEMBER	CIVICS CH-5 Outcomes of Democracy	<p>* Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government.</p>	<p>* Group Discussion and debate</p>	<p><a href="https://obj.diksha.gov.in/ntp-content-production/content/assets/o_3131827114379018241377/outcomes-of-democracy.mp4">https://obj.diksha.gov.in/ntp-content-production/content/assets/o_3131827114379018241377/outcomes-of-democracy.mp4</a></p>	<p>* Enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity.</p>	
	GEO CH-5 Minerals and Energy Resources	<p>* Comprehends the formation of different types of minerals, location, their uses, importance for human life and the economy.</p> <p>* Distinguishes between the conventional and non-conventional sources of energy.</p>	<p>* Audio Visual aids * Mind Map</p>	<p><a href="https://files.odev.oci.diksha.gov.in/ntp-content-production/content/assets/o_31317229623495065613560/g10_geo_ch_5_minerals-and-energy-resources.mp4">https://files.odev.oci.diksha.gov.in/ntp-content-production/content/assets/o_31317229623495065613560/g10_geo_ch_5_minerals-and-energy-resources.mp4</a></p>	<p>* Learn about various sources of energy, including fossil fuels (coal, petroleum, natural gas), renewable energy (solar, wind, hydroelectric, geothermal), and nuclear energy.</p> <p>* State about the mineral resources of the country</p> <p>* Understand the importance of conservation of resources.</p> <p>* Classify the minerals and energy resources</p>	<p><b>Identify:</b></p> <p><b>a. Iron Ore mines</b> Mayurbhanj, Durg, Bailadila, Bellary, Kudremukh</p> <p><b>b. Coal Mines</b> Raniganj, Bokaro, Talcher, Neyveli</p> <p><b>c. Oil Fields</b> Digboi, Naharkatia, Mumbai High, Bassien, Kaloi, Ankaleshwar</p> <p><b>Locate and label: Power Plants</b></p> <p><b>a. Thermal</b> Namrup, Singrauli, Ramagundam</p> <p><b>b. Nuclear</b> Narora, Kakrapara, Tarapur, Kalpakkam</p>
DECEMBER	GEO CH-6 Manufacturing Industries	<p>* Distinguishes between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy.</p> <p>* Examines the impact of manufacturing industries on the environment, and develop strategies for sustainable development of the manufacturing sector</p>	<p>* Group Discussion * Project method</p>	<p><a href="https://files.odev.oci.diksha.gov.in/ntp-content-production/content/assets/o_31319846579460505612325/manufacturing-industries.mp4">https://files.odev.oci.diksha.gov.in/ntp-content-production/content/assets/o_31319846579460505612325/manufacturing-industries.mp4</a></p>	<p>* The importance of Industries in the National Economy</p> <p>* Understand the regional disparities which resulted in concentration of Industries.</p> <p>Analyse the role of government towards Sustainable Development.</p>	<p><b>Manufacturing Industries (Locating and labelling only)</b></p> <p>* <b>Cotton textile Industries:</b> a. Mumbai, b. Indore, c. Surat, d. Kanpur, e. Coimbatore</p> <p>* <b>Iron and Steel Plants:</b> a. Durgapur, b. Bokaro, c. Jamshedpur, d. Bhilai, e. Vijayanagar, f. Salem</p> <p>* <b>Software technology Parks:</b> a. Noida, b. Gandhinagar, c. Mumbai, d. Pune, e. Hyderabad, f. Bengaluru, g. Chennai, h. Thiruvananthapuram</p>
	GEO CH-7 Lifelines of National Economy (Only Map Work) (Interdisciplinary project as part of multiple assessments)			<p><a href="https://obj.diksha.gov.in/ntp-content-production/content/assets/o_3131821205343272961694/lifelines-of-national-economy.mp4">https://obj.diksha.gov.in/ntp-content-production/content/assets/o_3131821205343272961694/lifelines-of-national-economy.mp4</a></p>		<p><b>Locating and Labelling:</b></p> <p><b>a. Major Sea Ports</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Kandla</li> <li><input type="checkbox"/> Mumbai</li> <li><input type="checkbox"/> Marmagao</li> <li><input type="checkbox"/> New Mangalore</li> <li><input type="checkbox"/> Kochi</li> <li><input type="checkbox"/> Tuticorin</li> <li><input type="checkbox"/> Chennai</li> <li><input type="checkbox"/> Vishakhapatnam</li> <li><input type="checkbox"/> Paradip</li> <li><input type="checkbox"/> Haldia</li> </ul> <p><b>b. International Airports</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Amritsar (Raja Sansi-Sri Guru Ram Dass jee)</li> <li><input type="checkbox"/> Delhi (Indira Gandhi)</li> <li><input type="checkbox"/> Mumbai (Chhatrapati Shivaji)</li> <li><input type="checkbox"/> Chennai (Meenam Bakkam)</li> <li><input type="checkbox"/> Kolkata (Netaji Subhash Chandra Bose)</li> <li><input type="checkbox"/> Hyderabad (Rajiv Gandhi)</li> </ul>
JANUARY	<b>PREBOARD EXAMINATION</b>					

## SUBJECT - ECONOMICS

Month	Unit/Chapter/Topic	Learning Objectives	Resources/Art-integrated pedagogy E-Resources	Learning Outcomes/ Skills learnt by students	
APRIL	Development (Eco)	<p>Students will be able to: Understand for development, certain goals are necessary</p> <p>Though they may be conflicting, they serve the purpose.</p> <p>Compare the development of different countries and states and individual</p> <p>To develop an idea of sustainable development</p>	<p>Calculation of BMI</p> <p>Methods used to calculate per capita income ,Infant mortality rate, life expectancy rate, net attendance ratio</p> <p>Role play on the topic conflicting goals.</p>	<p><a href="https://diksha.gov.in/play/content/do_313079517469868032112183?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/content/do_313079517469868032112183?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a></p> <p>Students will Analyse the merit and demerit of per capita income as a development indicator.</p> <p>They will come to know about the development goals of different categories of people</p>	<p>Students will understand the criteria to assess the development of a region</p> <p>Get knowledge about sustainable development</p> <p>Get knowledge about the influence of public facilities on the development of a country</p> <p>Responsibility and sensitivity towards the environment, optimistic approach</p> <p>Learning with real life situation</p> <p>Correlate quality of life to human development index</p> <p>When learn about sustainable development they will try to save water and other natural resources.</p>
MAY	SECTORS OF INDIAN ECONOMY (ECO)	<p>Understand the three sectors of Indian economy</p> <p>Specific objective interdependence of all three sectors</p> <p>Their contribution in India's GDP</p> <p>Their contribution in employment generation</p> <p>Ways to create new employment opportunities</p> <p>Classification of sectors on the basis of ownership.</p>	<p>Comparative study of any 36 countries in terms of development.</p> <p>Group discussion - on unemployment is a major problem in a country like India. Suggest various ways for generating employment opportunities both in rural and urban areas</p>	<p><a href="https://diksha.gov.in/play/content/do_3130901346846146561205?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/content/do_3130901346846146561205?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a></p> <p>Students will learn: To compare economy with other developed countries</p> <p>They will learn to analyse how GDP is measured in country economy. They will learn about the profit motives of various sectors</p> <p>They will learn about the primary, secondary and tertiary sectors</p>	<p>Students will be able to compare economy with other developed countries</p> <p>Students will be able to analyse how GDP is measuring country's economy. Students will examine profit motives of various sectors</p> <p>They will be able to know about primary, secondary, tertiary sector.</p>
JULY	Money and credit Sub topic	<p>1.Examine the function of bank</p> <p>2.Able to understand modern form of money</p> <p>3.difference between formal and informal source of credit</p>	<p>Question and answer method Story telling method Visit to a bank</p>	<p><a href="https://diksha.gov.in/play/content/do_3131094098277908481281?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/content/do_3131094098277908481281?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a></p> <p>To recognise the need of money</p> <p>To develop the skills of inquiry &amp; research.</p>	<p>Critical thinking</p> <p>Self evaluation</p> <p>Decision making</p>
AUGUST	Globalization and Indian economy	<p>Understood the impact of reform Process</p> <p>2.unddstand the linking of production process</p> <p>3.benefits of MNC</p> <p>4 Impact of MNC on Indian economy</p>	<p>Lecture method Discussion method Debate &amp; group discussion</p>	<p><a href="https://diksha.gov.in/play/content/do_3131579308058624001605?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/content/do_3131579308058624001605?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a></p> <p>Able to differentiate various types of goods available in the market</p> <p>Able to contrast the production within the country and across the country</p>	<p>Observation skills</p> <p>Effective communication</p> <p>Empathy</p>