

CONTINUOUS LEARNING PROCESS

CLASS X

SOCIAL SCIENCE

S No.	Months	Subjects	Chapter	Learning Outcomes
1.	April	History	The Rise of Nationalism in Europe (Introduction and Unit I)	<p>The learner</p> <ul style="list-style-type: none"> • Recognises the inherent features of the four prints of ‘Democratic and Social Republics’ and what each print Symbolises. • Identifies the role of French Revolution in spreading the ideas of equality and liberty in Europe. • Acquires the skill of locating countries of Europe after the Congress of Vienna, 1815. • Critically analyses the reactions of local population in Europe to French Rule.
2.	May	History	The Rise of Nationalism in Europe (Unit 2 and 3)	<ul style="list-style-type: none"> • Acquires the skill of locating and understanding the names of Kingdoms, Duchies and Cantons on the map of Eighteenth Century Europe. • Differentiates the meaning of liberalism as seen

				<p>in the Political and Economic Sphere and as seen by the new middle classes.</p> <ul style="list-style-type: none"> • Explains the clauses of the Treaty of Vienna of 1815 • And the spirit of Conservatism in Europe after 1815. • Analyses the role of 'Romanticism' in the development of Nationalism.
3.	July	History	The Rise of Nationalism in Europe (Unit 4,5 & 6)	<ul style="list-style-type: none"> • Recognises the role of Otto Van Bismarck in the unification of Germany. • Observes the map of Italy and understands the various developments responsible for unification of Italy. • Understands the strange case of Britain and develops interest in the events that led to the formation of United Kingdom. • Interprets the visuals/images pertaining to the allegory of France and Germany. • Critically analyses the developments in the Balkan

				States which led to a series of wars and finally the First World War.
4.	August	History	The age of Industrialisation (Unit I, II & III)	<p>The learner</p> <ul style="list-style-type: none"> • Understands the meaning of the term ‘Proto-Industrialisation’ and its main features. • Follows the pace of industrialization and the growth of industries in early nineteenth century in Britain. • Recognises the reasons for the demand of hand labour to machines. • Observes and understands the problem faced by the Indian weaver during the 19th C. • Assesses the role of European companies in gradually gaining power over the Indian trade.
5.	September	History	Age of Industrialisation (Unit 4, 5 and 6)	<ul style="list-style-type: none"> • Appreciates the role of early entrepreneurs in developing industrial enterprises in India. • Understands the peculiarities of industrial growth in the first decade of twentieth

				<p>Century.</p> <ul style="list-style-type: none"> • Is able to reason the industrial growth of India during the First World War. • Recognises the methods used by the producers to promote their goods in the market • Analyses the role of advertisements in creating new consumers in the market.
6.	October	History	Nationalism in India (Introduction and Unit I)	<p>The learner</p> <ul style="list-style-type: none"> • .Explains the growth of nationalism in India which was connected to the anti-colonial movement. • Appreciates the ideas of Satyagraha as adopted by Gandhiji in India to struggle against the British. • Constructs a time-line of events from 1915-1920 under the leadership of Gandhiji • Acquires the skill of locating places associated with the national movement of India on the map. • Analyses the reasons for the

				beginning of Non-Cooperation Movement by Gandhi ji in 1921.
7.	November	History	Nationalism in India (Unit II and III)	<ul style="list-style-type: none"> • Recognises the various groups that actively participated in the Non-Cooperation Movement. • Differentiates between the causes and reasons for the various groups to participate in the movement. • Explains the role of Nehru, Gandhi ji and the local leaders during the Non-Cooperation movement. • Analyses the role and struggle of each group and their association in achieving Swaraj. • Realises the sequence of events between 1922 to 1930 which led to the beginning of Civil Disobedience Movement.
8.	December	History	Nationalism in India (Unit 3.2, 3.3, & 4)	<p>The learner</p> <ul style="list-style-type: none"> • Recognises the various groups that participated in the Civil Disobedience Movement. • Differentiates between the reasons and

				<p>aspirations of the various groups during the movement.</p> <ul style="list-style-type: none"> • Assesses the reasons of the dalits and the muslims for limiting themselves from joining the movement. • Explains the factors that gave a sense of collective belonging among the Indians during the nineteenth century.
9.	January	History	Entire syllabus of the subject (Revision, Oral Test, Pen Paper Test, Map Practice)	<p>The learner</p> <ul style="list-style-type: none"> • Recalls the various developments and events during the freedom struggle and is able to answer. • Is able to recognize the questions put up during the revision period and relates it with the answers. • Develops the skill of interpreting indirect and HOTS questions and answering them in the pen-paper test. • Locates the places associated with the National Movement on the

				<p>map of India.</p> <ul style="list-style-type: none"> • Learns to attempt the question paper discreetly within the given time. • Keeps a track of the events and developments by recollecting the time-line during revisions.
1.	April	Geography	<u>Resources and Development</u> (i)Types of Resources (ii)Developments of Resources (iii)Resources planning in India (iv)Land Resources and Land Degradation	The learner <ul style="list-style-type: none"> • Recognises the meaning of the term 'Resources'. • Classifies types of resources on the basis of origin, exhaustibility, ownerships and status of development. • Analyses the Resource planning and land use pattern of India. • Interprets the pie diagram showing land use changes. • Identifies causes of land degradation and their consequences.
2.	May	Geography	<u>Resources and Development</u> (i)Soil as a Resource (ii)Classification of Soils (iii)Soil Erosion and Soil Conservation	The learner <ul style="list-style-type: none"> • Learns to classify soil on the basis of colour, texture, age and physical properties • Describes characteristics of different types of soils and shows spatial distribution

				<p>of soil in India.</p> <ul style="list-style-type: none"> • Identifies causes of soil erosion. • Explains methods of Soil Conservation.
3.	July	Geography	<p><u>Agriculture</u></p> <p>(i)Types of Farming (ii)Cropping Pattern (iii)Major Crops</p>	<p>The learner</p> <ul style="list-style-type: none"> • Recognises the importance of agriculture in India. • Discriminates between the characteristics of different types of farming. • Identifies the types of cropping pattern and seasons with the crops grown in these seasons. • Acquires the skill of locating the major crops grown in India.
4.	August	Geography	<p><u>Agriculture</u></p> <p>(i)Technological and Institutional reforms. (ii)Contribution of agriculture to the national economy (iii)Impact of globalization on agriculture</p>	<p>The learner</p> <ul style="list-style-type: none"> • Understands the need for technological & institutional reforms in the field of agriculture. • Appreciates the efforts taken by the government to improve and modernise agriculture. • Analyses the contribution of agriculture in the national economy. • Assess the impact of globalisation on

				<p>agriculture from the time of Colonisation.</p> <ul style="list-style-type: none"> • Describes the new challenges faced by farmers in India under globalisation and the steps to be taken to overcome these challenges.
5.	September	Geography	<p><u>Manufacturing Industries</u></p> <p>(i) Importance of manufacturing industries (ii) Factors responsible for the location of Industries (iii) Classification of Industries (iv) Textile Industry (v) Sugar Industry (vi) Iron & Steel Industry</p>	<p>The learner</p> <ul style="list-style-type: none"> • Appraise the importance of manufacturing Industries in its economic growth. • Gets familiarized how the Industries contribute to national economy growth. • Analyses the industries on the basis of their use. • Enlists the factors which influence the location of an Industries. • Imbibe the importance of Textile, Sugar and Iron Industries for the growth of economic development.
6.	October	Geography	<p><u>Manufacturing Industries</u></p> <p>(i) Aluminium Smelting Industry (ii) Cement Industry (iii) Electronic Industry (iv) Industrial Pollution and degradation of Environment</p>	<p>The learner</p> <ul style="list-style-type: none"> • Discusses the importance of Industries. • Analyses the factors responsible for environment degradation. • Sensitises about the importance of

				<p>Environment</p> <ul style="list-style-type: none"> Explains measures to control environmental degradation.
7.	November	Geography	<p><u>Life line of Indian Economy</u></p> <p>(i)Importance of Transport and Communication (ii)Types of Roads (iii)Road density (iv)Railways (v)Pipelines (vi)Water ways</p>	<p>The learner</p> <ul style="list-style-type: none"> Explains the importance of Transport and Communication in the every shrinking World. Understands the rule of trade in the economic development of a country. Compares between Roadways and Railways. Identifies important roads of India. Elucidates the term Road Density and assesses about highest and lowest Road Density in India.
8.	December	Geography	<p><u>Life line of Indian Economy</u></p> <p>(i)Airways (ii)Communication (iii)International Trade (iv)Tourism</p>	<p>The learner</p> <ul style="list-style-type: none"> Understands about the lifelines of National Economy. Assesses the features of local and International Trade. Critically analysis about the items which are exported and imported to India. Appreciates the tourism industry

				of India.
9.	January	Geography	<u>Revision</u> Entire Syllabus(Written & Oral Form)	The learner <ul style="list-style-type: none"> • Is able to grab the sense of questions. • Recalls the topics completed in the class. • Gets a chance to judge his/her own assessment.
1.	April	Political Science	Power Sharing (A)Belgium & Srilanka (B)Majoritarianism (C)Accomodation in Belgium	The learner <ul style="list-style-type: none"> • Understands the meaning of the word 'Power Sharing'. • Realizes the importance of Power Sharing after reading ex of Srilanka and Belgium. • Learners new term 'Majoritarianism'. • Is able to compare the situation in countries with or without power sharing.
2.	May	Political Science	Power Sharing (A)Why Power Sharing. (B)Forms of Power Sharing	<ul style="list-style-type: none"> • The learner is able to bring out the merits & demerits of Power Sharing. • Is able to explain the sharing of Power among the legislature, Executive, and the Judiciary • Demonstrates skill by preparing illustrations on 'Power Sharing'. • Emphasizes the use of Power Sharing in all

				works of life to do the work smoothly.
3.	July	Political Science	Federalism (A)What is Federalism. (B)What makes India a Federal Country.	The learner <ul style="list-style-type: none"> • Understands the meaning of word 'Federalism'. • Identifies federal political systems of the world. • Able to Compare and Contrast between Federal and Unitary form of government. • Becomes acquainted with types of 'Federalism'. • Brings out the peculiar features that makes India a federal Country.
4.	August	Political Science	Federalism (A)How is Federalism practiced in India. (B)Decentralisation in India.	<ul style="list-style-type: none"> • Is able to identify the main reasons for the success of federalism in India. • Understands the changes that were done in the government policies to follow federalism. • Understands different levels of government. • Is able to recall & recollect what was learnt about levels of Government. • Is able to categorise the subjects of the three lists. • Compares the

				federalism of India with other federalist Countries of the world.
5.	September	Political Science	Political Parties (A)Need of Political Parties. (B)No of Political Parties.	<ul style="list-style-type: none"> • The learner is able to define 'Political Party'. • Understands importance of Political Parties in a Democratic Country. • Brings out the benefits of having number of Political Parties in a Country. • Is able to compare the ideologies of different Political Parties.
6.	October	Political Science	Political Parties (A)Types of Political Parties & Challenges faced by them. (B)How can the Political Parties be reformed.	<ul style="list-style-type: none"> • The learner is able to categorises different Political Parties. • Brings out difference between Political Parties and Interest Groups. • Understands the role played by these parties at different level elections. • Appreciates the steps taken by the Constitutions to reform the Political Parties. • Realises the struggle through which small parties.
7.	November	Political	Outcomes of Democracy	<ul style="list-style-type: none"> • The learner tries

		Science	(A)How do we assess democracy outcomes.	<p>to evaluate the functioning of democracy.</p> <ul style="list-style-type: none"> • The learner develops skill to evaluate Indian Democracy on some key dimensions like accountability of government for economic growth and development. • Understands main causes that hamper smooth functioning of democracy. • Evaluates the development in economy of the country.
8.	December	Political Science	<p>Outcomes of Democracy</p> <p>(A)Reduction of Inequality and Poverty.</p> <p>(B)Dignity & freedom of the citizens.</p> <p>(C)Accomodation of social diversity.</p>	<ul style="list-style-type: none"> • Understands the policies and steps taken by the government by to eradicate poverty and inequality. • Analysis change in position of weaker section of the society. • Evaluates the steps taken to maintain unity in diversity. • Appreciates the long journey that democracy has completed since long and has made itself a most loved form of government around the world.
9.	January	Political	Revision	<ul style="list-style-type: none"> • The learner is able

		Science	Entire Syllabus(Written/Oral/Quiz)	<p>to recall the content in hour class.</p> <ul style="list-style-type: none"> • Gives answer to question asked whether in written or oral tests. • Is able to group the meaning of the questions that are from the mid of the text. • Is able to complete pen paper test in given time.
1.	April	Economics	Development	<p>The learner</p> <ul style="list-style-type: none"> • Identifies the meaning of 'Development'. • Differentiates among development goals of different people. • Recognises the importance of Percapita Income, its measurement and the role in the development of the Country. • Learns to compare the states on the basis of Percapita Income, Infant Mortality Rate, Literacy Rate, Net Attendance ratio.
2.	May	Economics	Development	<ul style="list-style-type: none"> • Appreciates the efforts of government in providing the Public facilities to the people.

				<ul style="list-style-type: none"> • Analysis the reports prepared by (HDI) and (UNDP). • Makes the comparative study of different countries developmental ranking. • Understands the need of sustainable development for the balanced development and to conserve the environment from degradation.
3.	July	Economics	Sectors of Indian Economy	<p>The learner</p> <ul style="list-style-type: none"> • Recognises the Primary, Secondary and tertiary sectors of Indian Economy. • Understands the interdependence of one sector over the other. • Interprets the bar graph related to change in GDP by Primary, Secondary and Tertiary sectors. • Appreciates the rising importance of tertiary sector in the economy, able to share the examples.
4.	August	Economics	Sectors of Indian Economy	<ul style="list-style-type: none"> • Analyses the problem of disguised unemployment in the agriculture sector and its pressure on the agriculture of the Country.

				<ul style="list-style-type: none"> • Admires the ways for the diversification of Agriculture and the efforts of government in launching schemes like MGNREGA 2005. • Learns to recognize the working condition of Organized and Unorganised Sector. • Recognises the sectors on the basis of ownership between Public and Private Sector. • Admires the role of Public sector in the development and in providing basic needs to the people.
5.	September	Economics	Money and Credit	<p>The learner</p> <ul style="list-style-type: none"> • Recognises the mode of transaction over a period of time. • Understands the limitations of Barter system and the introduction of Modern currency. • Appreciates the role of Banks in catering the financial needs of the people including the Loan activities of the Bank. • Differentiates

				between the credit situations with the example of Salim and Swapna.
6.	October	Economics	Money and Credit	<ul style="list-style-type: none"> • Analyses the variety of credit arrangement recognizes the role of formal sector and informal sector in providing credit to the people and terms of credit (Collateral) • Interprets the pie diagram related to sources of credit for rural household. • Admires the initiatives of setting up SHG Self Help Group to make the rural women self independent. • Understands the role of banks & cooperatives to provide credit at cheaper rates.
7.	November	Economics	Globalisation and the Indian Economy	<p>The learner</p> <ul style="list-style-type: none"> • Recognises the transformation of markets in the country and the role of multinational corporation and how it interlinks production. • Understands the meaning of globalization and the factors that

				<p>enabled Globalisation.</p> <ul style="list-style-type: none"> • Appreciates the efforts of government for the adoption of NEP (New Economic Policy) 1991. • Analyses the role of WTO World trade Organisation in creating free and fair trade.
8.	December	Economics	Globalisation and the Indian Economy	<ul style="list-style-type: none"> • Analyses the impact of globalization in India both Positive and Negative. • Admires the efforts of the government for creating Special Economic Zones (SEZ) to attract the MNC's. • Understands the plight of small producers and workers for whom the Globalisation has brought challenges (flexibility of labour laws). • Recognises the struggle for a fair globalization world wide and the demand for fair rules of W.T.O.
9.	January	Economics	Revision	<p>The learners</p> <ul style="list-style-type: none"> • Able to frame short questions from the chapters.

				<ul style="list-style-type: none">• Memorizes the facts-Pen Paper Test• Able to express the answers in their own language pointwise.