**SOCIAL SCIENCE (Scb. Code)**

**COURSE STRUCTURE CLASS - X (Session 2017-18)**

|  |  |  |  |
| --- | --- | --- | --- |
| Time: 3 Hrs. | |  | Marks: 80 |
|  |  |  |  |
| Units |  | Marks | Pd |
| I | India and the Contemporary World - II | 20 | 60 |
| II | Contemporary India - II | 20 | 55 |
| III | Democratic Politics II | 20 | 50 |
| IV | Understanding Economic Development | 20 | 50 |
|  | Total | 80 | 215 |

**Unit 1: India and the Contemporary World-II**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  | 60 Periods | |
| **Themes** |  |  | **Objectives** |  |  |
| In Sub-unit 1.1 students are required to | • | The theme will discuss the forms in | | | |
| choose any two themes. In that sub-unit, |  | which nationalism developed along | | | |
| theme 3 is compulsory and for second |  | with the formation of nation states | | | |
| theme students are required to choose |  | in Europe in the post-1830 period. | | | |
| any one from the first two themes. | • | Discuss the relationship/difference | | | |
| In Sub-units 1.2 and 1.3 students are |
|  | between European nationalism and | | | |
| required to choose any one theme from |  | anti-colonial nationalisms. | | |  |
| each. Thus all students are required to | • | Point to the way the idea of the For- | | | |
| study four themes in all. |  | math | required nati-on | states | be- |
| Sub-unit 1.1 : Events and processes: Any |  |
|  | came | generalized in | Europe | and |
| two of the following themes: |  |
|  | elsewhere. | |  |  |
| **1. The Rise of Nationalism in Europe:** |  |  |  |
| • | Discuss the difference between Fre- | | | |
| (a) The growth of nationalism in Europe |
| after the 1830s. (b) The ideas of Giuseppe |  | nch colonialism in Indo-China | | | and |
|  | British colonialism in India. | | |  |
| Mazzini, etc. (c) General characteristics |  |  |
| • | Outline the different stages of the | | | |
| of the movements in Poland, Hungary, |
| Italy, Germany and Greece. (Chapter 1) |  | anti- imperialist struggle in Indo-Chi- | | | |
| **2. The Nationalist Movement in Indo** |  | na. |  |  |  |
|  |  |  |  |  |
| **- China:** Factors Leading to Growth of | • | Familiarize the students with the dif- | | | |
| Nationalism in Indo-China |  | ferences between nationalist move- | | | |
| (a)French colonialism in Indo-China. (b) |  | ments in Indo China and India. | | |  |
| Phases of struggle against the French. | • | Discuss the characteristics of Indian | | | |
| (c) The ideas of Phan Chu Trinh, Phan |  | nationalism through a case study of | | | |
| Boi Chau, HO Chi Minh (d) The Second |  | Civil Disobedience Movement. | | |  |
| World War and the liberation struggle. (e) | • | Analyze the nature of the diverse so- | | | |
| America and the Vietnam war. |  | cial movements of the time. | | |  |
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| **3. Nationalism in India:** | |  |  |  | • | Familiarize students with the writ- |
| (a) Impact of First world war, Khilafat, Non- | | | | |  | ings and ideals of different political |
| Cooperation and Differing Strands within | | | | |  | groups and individuals, notably Ma- |
| the Movement. (b) Salt Satyagraha. (c) | | | | |  | hatama Gandhi. |
| Movements of peasants, workers, tribals. | | | | |  |  |
| (d) Limits of Civil Disobedience. (e) The | | | | |  |  |
| Sense of Collective Belonging. (Chapter 3) | | | | |  |  |
| Sub-unit 1.2: Livelihoods, Economies and | | | | | • | Show that globalizaton has a long |
| Societies: |  |  |  |  |  | history and point to the shifts within |
| Any one of the following themes: | | | |  |  | the process. |
| 4. **The making of a Global World:** | | | |  | • | Analyze the implication of globaliza- |
| (a) The Pre-modern world (b) The | | | | |  | tion for local economies. |
| Nineteenth Century global economy, | | | | | • | Discuss how globalization is experi- |
| colonialism) (c) The Inter war Economy | | | | |  | enced differently by different social |
| (Great Depression) (d) Rebuilding the | | | | |  | groups. |
| World Economy |  |  |  |  | • | Familiarize students with the Pro- |
| **5. The Age of Industrialization :** | | | |  |
|  |  | to-Industrial phase and Early – facto- |
| (a) Proto-industrialization and pace of | | | | |  |
|  | ry system. |
| industrial change (b) | | Life | of workers | | • | To make them understand, about the |
| (c) Industrialization | in | the | colonies | (d) |
| Early Entrepreneurs | & | workers (e) | | The |  | process of industrialization and its |
|  | impact on labour class. |
| Peculiarities of Industrial Growth (f) | | | | |  |
| • | To explain them about industrializa- |
| Market for Goods |  |  |  |  |
| **6. Work, Life & Leisure :** | | |  |  |  | tion in the colonies in reference to |
| (a) Development of modern cities due to | | | | |  | Textile industries. |
| • | Show the difference between urban- |
| Industrialization in London & Bombay | | | |  |
| (b) Housing and Land Reclamation (c) | | | | |  | ization in two different contexts. A |
| Social Changes in the cities (d) Cities and | | | | |  | focus on Bombay and London will al- |
| the challenge of the Environment | | | |  |  | low the discussions on urbanization |
| Sub-unit 1.3 : Everyday Life, Culture and | | | | |  | and industrialization to complement |
|  | each other. |
| Politics Any one of the following themes: | | | | |  |
| • | Discuss the link between print culture |
| **7. Print Culture and the Modern World:** | | | | |
| (a) The history of print in Europe. (b) The | | | | |  | and the circulation of ideas. |
| • | Familiarize students with pictures, |
| growth of press in nineteenth century | | | | |
| India. (c) Relationship between print | | | | |  | cartoons, extracts from propaganda |
| culture, public debate and politics. | | | | |  | literature and newspaper debates on |
| (Chapter 7) |  |  |  |  |  | important events and issues in the |
|  |  |  |  |  |  | past. |
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| **8. Novels, Society and History:** | • | Show that forms of writing have a |
| (a) Emergence of the novel as a genre in |  | specific history, and that they reflect |
| the west. (b) The relationship between the |  | historical changes within society and |
| novel and changes in modern society. (c) |  | shape the forces of change. |
| Early novels in nineteenth century India. | • Familiarize students with some of the | |
| (d) A study of two or three major writers. |  | ideas of writers who have had a pow- |
| (Chapter 8) |  | erful impact on society. |

**Unit 2: Contemporary India - II**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | 55 Periods |
|  |  |  |  |  | |
| Themes |  |  |  | Objectives | |
| **1. Resources and Development:** Types | | | | • | Understand the value of resources |
| - natural and human; Need for resource | | | |  | and the need for their judicious util- |
| planning, natural resources, land as a | | | |  | isation and conservation. |
| resource, soil types and distribution; | | | |  |  |
| changing | land-use | pattern; | land |  |  |
| degradation and conservation measures. | | | |  |  |
| (Chapter 1) |  |  |  |  |  |
| **3. Water Resources:** Sources, distribution, | | | | • | Understand the importance of wa- |
| utilisation, multi-purpose projects, water | | | |  | ter as a resource as well as develop |
| scarcity, need for conservation and | | | |  | awareness towards its judicious use |
| management, rainwater harvesting. (One | | | |  | and conservation. |
| case study to be introduced) | | |  |  |  |
| (Chapter 3) |  |  |  | • | Understand the importance of agri- |
| **4. Agriculture:** Types of farming, major | | | |
| crops, cropping pattern, technological | | | |  | culture in national economy. |
| and institutional reforms; their impact; | | | | • | Identify various types of farming and |
| contribution of Agriculture to national | | | |  | discuss the various farming methods; |
| economy-employment and output. | | |  |  | Describe the spatial distribution of |
| Note : Content of pg no. 44-47 of NCERT | | | |  | major crops as well as understand |
| Textbook is to be deleted. | | |  |  | the relationship between rainfall re- |
| (Chapter 4) |  |  |  |  | gimes and cropping pattern. |
|  |  |  |  | • | Explain various government policies |
|  |  |  |  |  | for institutional as well as techno- |
|  |  |  |  |  | logical reforms since independence. |

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• To understand the role of trade in the economic development of a country.

**5.** **Minerals** **and** **Energy** **Resources:** •

Types of minerals, distribution (Note : on map only) use and economic importance of minerals, conservation, types of power resources: conventional and non- • conventional, distribution and utilization, and conservation.

|  |  |
| --- | --- |
| (Chapter 5) |  |
| **6. Manufacturing Industries:** | • |
| Types, spatial distribution (Note : on map | |
| only) contribution of industries to the | |
| national economy, industrial pollution and | |
| degradation of environment, | measures |
| to control degradation. **Note :** Content • | |
| mentioned on page no. 74-75 of NCERT, | |
| Geography Text book i.e. Aluminium | |
| Smelting, Chemical Industries, | Fertilizer |
| Industry, Cement Industry is not required to | |
| be deliver in class room during instruction. | |

**7. Life Lines of National Economy :** •

Importance of means of Communication and transportation, Trade & Tourism

(Chapter 7)

Discuss various types of minerals as well as their uneven nature of distri-bution and explain the need for their judicious utilisation.

Discuss various types of conventional and non- conventional resources and their utilization.

Discuss 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.

Discuss the need for a planned indus-trial development and debate over the role of government towards sus-tainable development.

To explain the importance of trans-port and communication in the ever shrinking world.

**Project / Activity:**

1. Learners may collect photographs of typical rural houses, and clothing of people from different regions of India and examine whether they reflect any relationship with climatic conditions and relief of the area.
2. Learners may write a brief report on various irrigation practices in the village and the change in cropping pattern in the last decade.

**Posters:**

1. Pollution of water in the locality.
2. Depletion of forests and the greenhouse effect.

Note: Any similar activity may be taken up.

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**Unit 3: Democratic Politics - II**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  | 50 Periods |
|  |  |  | |
| **Themes** |  | **Objectives** | |
| **1&2.Power Sharing & Federalism:** | | • | Introduce students to the centrality of |
| Why and how is power shared in | |  | power sharing in a democracy. |
| • | Understand the working of spatial and |
| democracies? How has federal division of | |
| power in India helped national unity? To | |  | social power sharing mechanisms. |
| what extent has decentralisation achieved | | • Analyse federal provisions and institu- | |
| this objective? How does democracy | |  | tions. |
| accommodate different social | groups? | • | Understand the new Panchayati Raj in- |
| (Chapter 1&2) |  |  | stitutions in rural and urban areas. |
| **3&4.Democracy and Diversity & Gender,** | | • Analyse the relationship between social | |
| **Religion and Caste:** |  |  | cleavages and political competition |
| Are divisions inherent to the working of | |  | with reference to Indian situation. |
| • | Understand and analyse the challenges |
| democracy? What has been the effect of | |
| caste on politics and of politics on caste? | |  | posed by communalism to Indian |
| How has the gender division shaped | |  | democracy. |
| politics? How do communal divisions | | • | Understand the enabling and disabling |
| affect democracy? |  |  | effects of caste and ethnicity in politics. |
| (Chapter 3&4) |  | • | Develop a gender perspective on poli- |
|  |  |  | tics. |
| **5. Popular Struggles and Movements** | | • | Understand the vital role of struggle in |
| **(Note :** Ch-5 is to be done as project work | |  | the expansion of democracy. |
| only and will not be evaluated in theory) | |  |  |
| **6. Political Parties:** What role do | | • | Analyse party systems in democracies. |
| political parties play in competition and | | • | Introduction to major political parties |
| contestation? Which are the major national | |  | in the country. |
| and regional parties in India? (Chapter 6) | |  |  |
| **7. Outcomes of Democracy:** |  | • | Analyse the role of social movements |
| Can or should democracy be | judged |  | and non- party political formations. |
| by its outcomes? What outcomes can | | • | Introduction to the difficult question of |
| one reasonably expect of democracies? | |  | evaluating the functioning of democra- |
| Does democracy in India meet these | |  | cies. |
| expectations? Has democracy led to | | • | Develop the skills of evaluating Indian |
| development, security and dignity for the | |  | democracy on some key dimensions : |
| people? What sustains democracy in India? | |  | development, security and dignity for |
| (Chapter 7) |  |  | the people. |

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| **8. Challenges to Democracy:** | • | Understand the causes for continuation |
| Is the idea of democracy shrinking? What |  | of democracy in India. |
| • | Distinguish between sources of strength |
| are the major challenges to democracy in |
| India? How can democracy be reformed |  | and weaknesses of Indian democracy. |
| and deepened? What role can an ordinary | • Reflect on the different kinds of mea- | |
| citizen play in deepening democracy? |  | sures possible to deepen democracy. |
| (Chapter 8) | • Promote an active and participatory cit- | |
|  |  | izenship. |
|  |  |  |

**Unit 4: Understanding Economic Development**

50 Periods

|  |  |
| --- | --- |
| Themes | Objectives |
| **1. Development:** The traditional notion | • Familiarisation of some macroeconomic |
| of development; National Income and Per- | concepts. |
| capita Income. Growth of National Income | • Sensitizing the child about the rationale |
| - critical appraisal of existing development | for overall human development in |
| indicators (PCI, IMR, SR and other income | our country, which include the rise of |
| and health indicators) The need for health | income, improvements in health and |
| and educational development; Human | education rather than income. |
| Development Indicators (in simple and | • It is necessary to raise question in minds |
| brief as a holistic measure of development. | of the children whether the increase in |
|  |
|  | income alone is sufficient for a nation. |
|  | • How and why people should be healthy |
|  | and provided with education. |
| **2. Sectors of the Indian Economy:** \*Sectors | • To make aware of a major employment |
| of Economic Activities; Historical change | generating sector. |
| in sectors; Rising importance of tertiary | • Sensitise the learner of how and why |
| sector; Employment Generation; Division | governments invest in such an important |
| of Sectors- Organised and Unorganised; | sector. |
| Protective measures for unorganised |  |
| sector workers. (Chapter 2) |  |
| **3. Money and Credit: Role of money in an** | • Familiarize the concept of money as an |
| **economy:** Formal and Informal financial | economic concept. |
| institutions for Savings and Credit - General | • Create awareness of the role of financial |
| Introduction; Select one formal institution | institutions from the point of view of |
| such as a nationalized commercial bank | day-to- day life. |
| and a few informal institutions; Local |  |
| money lenders, landlords, chit funds and |  |
| private finance companies. (Chapter 3) |  |
| **(Note : Ch-3 will also be evaluated in** |  |
| **theory)** |  |

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| --- | --- |
| **4. Globalisation and the Indian Economy:** | • Provide children with some idea about |
| Production accross countries, Foreign | how a particular economic phenomenon |
| trade and Interaction of Markets, what is | is influencing their surroundings and |
| Globalization? Factors, WTO, Impact, Fair | day-to-day life. |
| Globalization (Chapter 4) |  |
| **5. Consumer Rights:** \*\*\*How consumer is | • Making the child aware of her rights and |
| exploited (one or two simple case studies) | duties as a consumer; |
| factors causing exploitation of consumers; | • Familiarizing the legal measures |
| Rise of consumer awareness; how a | available to protect from being |
| consumer should be in a market; role | exploited in markets. |
| of government in consumer protection. |  |
| (Chapter 5) |  |
| **Suggested Activities / Instructions:** |  |

Theme 2\*: Visit to banks and money lenders / pawnbrokers and discuss various activities that you have observed in banks in the classroom.

Participate in the meetings of Self Help Groups, which are engaged in micro credit schemes in the locality of learners and observe issues discussed.

Theme 4\*\*: Provide many examples of service sector activities. Use numerical examples, charts and photographs.

Theme 5\*\*\*: Collect logos of standards available for various goods and services. Visit a consumer court nearby and discuss in the class the proceedings; Collect stories of consumer exploitation and grievances from newspapers and consumer courts.

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**Class - X**

**Project Work:** **05 Periods(5 Marks)**

Every student has to compulsorily undertake any one project on the following units / topics.

1. Disaster Management (Pertaining to class Xth curriculum of Disaster Management only).

OR

1. Popular Struggles and Movements

OR

1. Money and Credit

The project have been carefully designed so as to –

1. Create awareness in learners
2. Enable them to understand and co-relate all aspects of selected topic
3. Relate theory with practice
4. Relation of different aspects with life
5. Provide hands on experience

The distribution of marks over different aspects relating to Project Work is as follows:

|  |  |  |
| --- | --- | --- |
| **S.NO.** | **ASPECTS** | **MARKS** |
| 1. | Content accuracy and originality | 1 |
| 2. | Presentation and creativity | 1 |
| 3. | Process of Project Completion : Initiative, cooperativeness, | 1 |
|  | participation and punctuality |  |
| 4. | Viva or written test for content assimilation | 2 |

The projects carried out by the students in different topics should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc. All documents pertaining to assessment under this activity should be meticulously maintained by concerned schools. A Summary Report should be prepared highlighting:

o objectives realized through individual or group interactions; o calendar of activities;

o innovative ideas generated in this process ; o list of questions asked in viva voce

It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure. The Project Report should be handwritten by the students themselves and comprise of not more than 15 foolscap pages. Records pertaining to projects (internal

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assessment) of the students will be maintained for a period of three months from the date of declaration of result for verification at the discretion of Board. Subjudiced cases, if any or those involving RTI / Grievances may however be retained beyond three months.

**PRESCRIBED BOOKS:**

1. India and the Contemporary World-II (History) - Published by NCERT
2. Contemporary India II (Geography) - Published by NCERT
3. Democratic Politics II (Political Science) - Published by NCERT
4. Understanding Economic Development - Published by NCERT
5. Together Towards a Safer India - Part III, a textbook on Disaster Management - Published by CBSE

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**QUESTION PAPER DESIGN – SOCIAL SCIENCE**

**CLASS - X** **SESSION 2017-18**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S. | | Typology of Questions | | | | | |  |  | Very | Short | Long | Total | % |
| No. | |  |  |  |  |  |  |  |  | Short | Answer | Answer | Marks | Weightage |
|  |  |  |  |  |  |  |  |  |  | Answer | (SA) | (LA) |  |  |
|  |  |  |  |  |  |  |  |  |  | (VSA) | 3 Marks | 5 Marks |  |  |
|  |  |  |  |  |  |  |  |  |  | 1 Mark |  |  |  |  |
| 1 |  | Remembering | | | (Knowledge | | | | based | -- | 2 | 2 | 16 | 20% |
|  |  | simple recall questions, to now | | | | | | | |  |  |  |  |  |
|  |  | specific | facts, | | terms, | | | concepts, | |  |  |  |  |  |
|  |  | principles, | | or | theories, | | | Identify, | |  |  |  |  |  |
|  |  | define or recite, information) | | | | | | | |  |  |  |  |  |
| 2 |  | Understanding | | |  | (Comprehension | | | | 3 | 1 | 2 | 16 | 20% |
|  |  | - to be familiar with meaning | | | | | | | |  |  |  |  |  |
|  |  | and to | understand | | | | conceptually, | | |  |  |  |  |  |
|  |  | interpret, | | compare, | | | | contrast, | |  |  |  |  |  |
|  |  | explain, | paraphrase, | | | | or | interpret | |  |  |  |  |  |
|  |  | information) | | |  |  |  |  |  |  |  |  |  |  |
| 3 |  | Application | | | (Use | |  | abstract | | 2 | 3 | 2 | 21 | 26% |
|  |  | information in concrete situation, | | | | | | | |  |  |  |  |  |
|  |  | to apply knowledge to new | | | | | | | |  |  |  |  |  |
|  |  | situations, use given content to | | | | | | | |  |  |  |  |  |
|  |  | interpret a situation, provide an | | | | | | | |  |  |  |  |  |
|  |  | example, or solve a problem) | | | | | | | |  |  |  |  |  |
| 4 |  | High Order Thinking Skills (Analy- | | | | | | | | 2 | 3 | 1 | 16 | 20% |
|  |  | sis & Synthesis - Classify, compare, | | | | | | | |  |  |  |  |  |
|  |  | contrast, or differentiate between | | | | | | | |  |  |  |  |  |
|  |  | different | | pieces | | of | information, | | |  |  |  |  |  |
|  |  | Organize and/or integrate unique | | | | | | | |  |  |  |  |  |
|  |  | pieces of information from a vari- | | | | | | | |  |  |  |  |  |
|  |  | ety of sources) | | |  |  |  |  |  |  |  |  |  |  |
| 5 |  | Creating, Evaluation and Multi-Cre- | | | | | | | | -- | 2 | -- | 6 | 08% |
|  |  | ating Evaluation and Multi-Disci- | | | | | | | |  |  |  |  |  |
|  |  | plinary | (Generating | | | | new | | ideas, |  |  |  |  |  |
|  |  | product or ways of viewing things | | | | | | | |  |  |  |  |  |
|  |  | Appraise, | | judge, | | and/or | | | justify |  |  |  |  |  |
|  |  | the value or worth of a decision or | | | | | | | |  |  |  |  |  |
|  |  | outcome, or to predict outcomes | | | | | | | |  |  |  |  |  |
|  |  | based on values) | | | |  |  |  |  |  |  |  |  |  |
| 6 |  | Map |  |  |  |  |  |  |  | 2 | 1 | -- | 5 | 06% |
|  |  | Total |  |  |  |  |  |  |  | 1x9=9 | 3x12 = | 5x7 = | 80 | 100% |
|  |  |  |  |  |  |  |  |  |  |  | 36 | 35 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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**CLASS –X 2017-2018**

**LIST OF MAP ITEMS FOR SOCIAL SCIENCE**

**A.** **History - Outline Political Map of India**

Lesson-3 Nationalism in India – (1918 – 1930).

For locating and labelling / Identification.

1. **Indian National Congress Sessions:**

Calcutta (Sep. 1920) Nagpur (Dec. 1920) Madras (1927) Lahore (1929)

1. **Important Centres of Indian National Movement**

(Non-cooperation and Civil Disobedience Movement)

* 1. Champaran (Bihar) - Movement of Indigo Planters
  2. Kheda (Gujrat) - Peasant Satyagrah
  3. Ahmedabad (Gujarat) - Cotton Mill Workers Satyagraha
  4. Amritsar (Punjab) - Jallianwala Bagh Incident
  5. Chauri Chaura (U.P.) - calling off the Non Cooperation Movement
  6. Dandi (Gujarat) - Civil Disobedience Movement

1. **GEOGRAPHY**

Outline Political Map of India

**Chapter 1: Resources and Development**

Identification only: Major soil Types.

**Chapter 3: Water Resources**

Locating and Labelling –

**Dams:**

1. Salal
2. Bhakra Nangal
3. Tehri
4. Rana Pratap Sagar
5. Sardar Sarovar
6. Hirakud
7. Nagarjuna Sagar
8. Tungabhadra. (Along with rivers)

**Chapter 4: Agriculture**

Identification only

1. Major areas of Rice and Wheat.
2. Largest / Major producer states of Sugarcane; Tea; Coffee; Rubber; Cotton and Jute.

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**Chapter: 5 Mineral and Energy Resources. Minerals:** (Identification only)

1. **Iron ore mines:**

Mayurbhanj Durg Bailadila Bellary

Kudremukh

1. **Mica mines:**

Ajmer Beawar Nellore Gaya Hazaribagh

1. **Coal mines :**

Raniganj

Jharia

Bokaro Talcher

Korba

Singrauli Singareni Neyvali

**(IV)** **Oil Fields :**

Digboi

Naharkatia

Mumbai High

Bassien

Kalol

Ankaleshwar

1. **Bauxite Deposits:**

The Amarkantak plateau Maikal hills

The plateau region of Bilaspur- Katni.

Orissa Panchpatmali deposits in Koraput district

**(VI)** **Mica deposits:**

The Chota Nagpur plateau.

Koderma Gaya – Hazaribagh belt of Jharkhand

Ajmer

Nellore mica belt

**98**

**Power Plants:**

(Locating and Labelling only)

1. **Thermal :**

Namrup Talcher Singrauli Harduaganj

Korba

Uran Ramagundam Vijaywada Tuticorin

1. **Nuclear:**

Narora Rawat Bhata

Kakrapara

Tarapur

Kaiga Kalpakkam

**Chapter 6: Manufacturing Industries**

Locating and Labelling Only

1. **Cotton Textile Industries:**

Mumbai Indore Ahmedabad Surat

Kanpur

Coimbatore Madurai

1. **Iron and Steel Plants:**

Burnpur Durgapur Bokaro

Jamshedpur

Raurkela Bhilai Vijaynagar Bhadravati Vishakhapatnam Salem

1. **Software Technology Parks:**

Mohali Noida

**99**

Jaipur

Gandhinagar

Indore

Mumbai

Pune

Kolkata

Bhubaneshwar

Vishakhapatnam

Hyderabad

Bangalore

Mysore

Chennai

Thiruvanantapuram

**Chapter 7 Lifelines of National Economy.**

Identification Only: Golden Quadrilateral, North-South Corridor, East-West Corridor.

**National Highways:**

NH-1

NH-2

NH-7

**Locating and Labelling:**

**Major Ports:**

Kandla

Mumbai

Jawahar Lal Nehru

Marmagao

New Mangalore

Kochi

Tuticorin

Chennai

Vishakhapatnam

Paradip

Haldia

Kolkata

**International Airports:**

Amritsar (Raja Sansi)

Delhi (Indira Gandhi International)

Mumbai (Chhatrapati Shivaji)

Thiruvanantapuram (Nedimbacherry)

Chennai (Meenam Bakkam)

Kolkata (Netaji Subhash Chandra Bose)

Hyderabad (Rajiv Gandhi)

**Note:** Items of Locating and Labelling may also be given for Identification.

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