



संयुक्त कुटुम्बकम्  
ONE EARTH • ONE FAMILY • ONE FUTURE

# **CBSE SOCIAL SCIENCE SYLLABUS 2024-25 (Code No. 087) CLASS - IX & X**

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## RATIONALE

***The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper, and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.*** [NEP 2020, pages 4-5]

Social Science is a compulsory subject up to secondary stage of school education. It is an integral component of general education. Social Science can play a unique role within the school curriculum to enable the Knowledge, Capacities, and Values and Dispositions that underpin this purpose of education as committed to in NEP.

Social Science plays an important role in developing an integrated understanding of the human world and its functioning, including its deep interrelationships with nature and the environment in the quest to continuously improve as a society. In the study of this subject, students learn methods of observing and interpreting the human world, which helps them lead their own lives and also contribute as members of a society.

Social Science also helps in developing some of the Values and Dispositions that are essential for democratic participation — building and sustaining cooperation among communities that strive for peace, harmony, equity, and justice for all. It encourages them to understand and appreciate the feeling of Indianness 'Bhartiyata' by valuing the rich cultural heritage and tradition of the country.

Social Science plays an important role in developing in an individual student a comprehensive sense of the human world and its functioning. In an increasingly globalizing and interdependent world, this understanding is critical to help students see how things around them are changing, what are the causes of these changes, and how the change impacts human societies.

It also helps them realize the need for interdependence, collaboration, and an appreciation for the diversity of human culture and societies. The subject also teaches students the method of observing and interpreting the world wearing the hat of a social scientist. It does so by building core skills such as observing what is going on around them, analysing causes of various phenomena (historical, geographical, socio-political, or economic) using evidence, asking questions, making connections, forming viewpoints based on conceptual understanding and evidence, recognizing patterns and generalizations, and arriving at logical conclusions.

These skills prepare the students in contributing to the nation as a responsible citizen of society.

## **AIMS & OBJECTIVE**

The aims of Social Science in school education can be summarised as follows: as per NCF-2023

**a. Develop the disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.**

**This can be enabled through:**

- i. an understanding of continuity and change in human civilisation, its causation and effect, and its impact on modern life,
- ii. an understanding of the interaction between nature and human beings, the spatial patterns arising out of this interaction, and its effect on human life,
- iii. awareness and understanding of the diversity of people and their practices in different societies, regions, and cultures within societies,
- iv. an awareness of various social, political, and economic institutions, their origin, functioning and transformations over time.

**b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society.**

**These could be specifically seen as:**

- i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,
- ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,
- iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem-solving attitude,
- iv. Skills to collect, organize, analyse, represent, and present data and information on various historical, geographical, and socio-political issues,
- v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

**c. Foster ethical, human, and Constitutional values:**

As the DNEP 2019 emphasises, to foster a “democratic outlook and commitment to liberty and freedom; equality, justice, and fairness; embracing diversity, plurality, and inclusion; humaneness and fraternal spirit; social responsibility and the spirit of service; ethics of integrity and honesty; scientific temper and commitment to rational and public dialogue; peace; social action through Constitutional means; unity and integrity of the nation, and a true rootedness and pride in India with a forward-looking spirit to continuously improve as a nation.

**CLASS IX  
COURSE STRUCTURE**

| <b>History (India and the Contemporary World - I)</b> |                            |  | <b>Suggestive no. of periods = 60</b> | <b>20 inclusive of Map pointing</b> |
|---|----------------------------|--|---------------------------------------|-------------------------------------|
| <b>Section</b>  | <b>Chapter No</b>          | <b>Chapter Name</b>  | <b>No. of Periods</b>                 | <b>Marks allocated</b>              |
| <b>I<br/>Events and Process</b>                       | <b>I</b>                   | The French Revolution  | <b>15</b>                             | <b>18+2 map pointing</b>            |
|   | <b>II</b>                  | Socialism in Europe and the Russian Revolution   | <b>15</b>                             |                                     |
|   | <b>III</b>                 | Nazism and the Rise of Hitler  | <b>15</b>                             |                                     |
| <b>II<br/>Livelihoods, Economies and Societies</b>    | <b>IV</b>                  | Forest, Society and Colonialism<br><b>Interdisciplinary project as part of multiple assessments</b><br>(Internally assessed for 5 marks) | <b>5</b>                              |                                     |
|   | <b>V</b>                   | Pastoralists in the Modern World<br><b>(To be assessed as part of Periodic Assessment only)</b>  | <b>10</b>                             |                                     |
| <b>Geography (Contemporary India - I)</b>             |                            |  | <b>Suggestive no. of periods = 55</b> | <b>20 inclusive of Map pointing</b> |
| <b>Chapter No</b>                                     | <b>Chapter Name</b>        |  | <b>No. of periods</b>                 | <b>Marks allocated</b>              |
| <b>1</b>  | India – Size and Location  |  | <b>17</b>                             |                                     |
| <b>2</b>  | Physical Features of India |  |                                       |                                     |
| <b>3</b>  | Drainage                   |  | <b>10</b>                             |                                     |

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| 4  | Climate   | 12                                    | 17+3 map pointing*         |
|  | Natural Vegetation and Wildlife<br>(Only map pointing to be evaluated in the annual examination.) | 3                                     |                            |
| 5  | Interdisciplinary project as part of multiple assessments<br>(Internally assessed for 5 marks)    | 5                                     |                            |
| 6  | Population  | 8                                     | * Marks as mentioned above |
| <b>Political Science (Democratic Politics - I)</b> |   | <b>Suggestive no. of periods = 50</b> | <b>20 Marks</b>            |
| <b>Chapter No.</b>                                 | <b>Chapter name</b>   | <b>No. of Periods</b>                 | <b>Marks allocated</b>     |
| 1  | What is Democracy?  | 10                                    | 20                         |
|  | Why Democracy?  |                                       |                            |
| 2  | Constitutional Design   | 10                                    |                            |
| 3  | Electoral Politics  | 8                                     |                            |
| 4  | Working of Institutions   | 12                                    |                            |
| 5  | Democratic Rights   | 10                                    |                            |
| <b>Economics</b>                                   |   | <b>Suggestive no. of periods = 50</b> | <b>20 Marks</b>            |
| <b>Chapter No.</b>                                 | <b>Name of the Chapter</b>  | <b>No. of Periods</b>                 | <b>Marks allocated</b>     |
| 1  | The Story of Village Palampur<br>(To be assessed as part of Periodic Assessment only)             | 10                                    |                            |

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| 2 | People as Resource     | 10 | 20 |
| 3 | Poverty as a Challenge | 15 |    |
| 4 | Food Security in India | 15 |    |

**CLASS IX  
COURSE CONTENT**

**HISTORY: India and the Contemporary World - I**

| Content   | Curricular goals   | Competency  | Learning outcome  | Suggestive Pedagogical process  |
|---|--|---|---|---|
| <p>Section I: Events and Processes</p> <p>Chapter-1 The French Revolution</p> | <p>CG-2 Analyses the important phases in world history and draws insight to understand the present-day world</p> | <p>C-2.1 Explains historical events and processes with different types of sources with specific examples from India and world history.</p> <p>C-2.4 Explains the growth of new ideas and practices across the world and how they affected the course of world history.</p> <p>C-2.5 Recognises the various practices that arose, such as those in C-2.4, and came to be condemned later on (such as racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and</p> | <ul style="list-style-type: none"> <li>➤ The students will be able to Infer how the French Revolution had an impact on the European countries in the making of nation states in Europe and elsewhere.</li> <li>➤ Will be able to Illustrate that, the quest for imperialism triggered the First World War.</li> <li>➤ Will Examine various sources to address imbalances that may lead to revolutions.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Conduct Classroom discussions to compare the conditions that prevailed in France that led to revolution and the conditions that led to the first war of Indian Independence. (1857).</li> <li>➤ Use Graphic Organisers (concept map/story map etc) to examine the situations.</li> <li>➤ Suggest solutions to address such imbalances and discriminations that lead to revolutions.</li> <li>➤ Appraise the impact of the French revolution on the world with a group presentation.</li> </ul> |



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|   |   | have left unhealed wounds.   |   |  |
| Chapter 2- Socialism in Europe and the Russian Revolution | CG-2 Analyses important phases of world history and draws insight to understand the present-day world | C-2.1 Explains historical events and processes with different types of sources with specific examples from India and world history.<br><br>C-2.4 Explains the growth of new ideas in Europe and Asia and how it affected the course of human history | <ul style="list-style-type: none"> <li>➤ To compare the situations that led to the rise of Russian and French Revolutions.</li> <li>➤ Examine the situations that led to the establishment of Lenin's communism and Stalin's collectivization.</li> <li>➤ Analyse the role played by the varied philosophers and leaders that shaped the revolution.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Flipped learning through making of concept maps/role plays etc reflecting the situations which led to both revolutions.</li> <li>➤ Flow chart reflecting how Lenin's communism /Stalin's collectivization was established.</li> <li>➤ Socratic method to discuss the role played by the varied philosophers and leaders that shaped the revolution</li> </ul> |
| Chapter 3-Nazism and the Rise of Hitler.                  | CG-2 Analyses important phases of world history and draws insight to understand the present-day world | C-2.1 Explains historical events and processes with different types of sources with specific examples from India and world history.<br>C-2.4 Explains the growth of new ideas in Europe and Asia and how it affected the course of human history.    | <ul style="list-style-type: none"> <li>➤ Analyse the role of "Treaty of Versailles" in the rise of Hitler to power.</li> <li>➤ Analyse the genocidal war waged against the "undesirables" by Hitler.</li> <li>➤ Compare and contrast the characteristics of Hitler and Gandhi</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Audio-visual aids like a film or animations can be shown followed by a discussion on the reasons for the rise and fall of Hitler.</li> <li>➤ Jig saw strategy to critique the genocidal war waged against the "undesirable" by the Nazis.</li> </ul>  |

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|  |  | C-2.5 Recognises the various practices that arose, such as those in C-2.4, and came to be condemned later on (such as racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and have left unhealed wounds. |   | ➤ Role play/Dramatize the Characters-Hitler and Gandhi. Cartoon interpretations on these leaders.  |
| Section II: Livelihoods, Economies and Societies<br>Chapter 4 Forest Society and Colonialism | <b>Inter Disciplinary Project</b> with Chapter 5 of Geography “Natural Vegetation and Wildlife”  | Refer Annexure II  | Refer Annexure II   | Refer Annexure II  |
| Chapter 5 Pastoralists in the Modern World   | CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity, and biodiversity of the region | C-4.3 Draws inter-linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation, and wildlife.<br>C-4.4 Analyses and evaluates the inter-relationship between  | <ul style="list-style-type: none"> <li>➤ Examine the situations that have created nomadic societies highlighting the key factor played by the climatic conditions and topography.</li> <li>➤ Analyse varying patterns of developments within pastoral societies in</li> </ul> | <ul style="list-style-type: none"> <li>➤ Locate the various pastoral communities on an outline map of India and explain cyclical movements of these according to climatic conditions.</li> <li>➤ Audio Visual aids like documentaries on the various pastoral</li> </ul> |

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|  |  | <p>the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos that resulted in practices of nature conservation.</p> <p>C-4.5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them</p> | <p>different places in India.</p> <ul style="list-style-type: none"> <li>➤ Comprehend the impact of colonialism on Pastoralists in India and Africa.</li> </ul> | <p>communities can be shown.</p> <ul style="list-style-type: none"> <li>➤ Presentations comparing the lives of pastoralists and the colonial impact on pastoralists in India and Africa.</li> <li>➤ T charts and similar graphic organizers to compare the lives of pastoralists in pre- and post-colonial periods.</li> <li>➤ Think-pair and share can be practised to discuss various methods of colonial policies of exploitation and their impact on pastoralists of Africa and India.</li> </ul> |
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**Political Science: Democratic Politics - I**

| <b>Content</b>                          | <b>Curricular goals</b>   | <b>Competency</b>   | <b>Learning outcome</b>   | <b>Suggestive Pedagogical process</b>  |
|---|---|---|---|--|
| 1. What is Democracy?<br>Why Democracy? | CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics | C-5.4 Analyses the basic features of a democracy and democratic government – and its history in India | <ul style="list-style-type: none"> <li>➤ Examine the concept structural components of Democracy and its forms/ features.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Brainstorming on introduction of concepts of Democracy &amp; features of Democracy</li> </ul> |

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|                          | of a democratic government   | and across the world – and compares this form of government with other forms of government  | <ul style="list-style-type: none"> <li>➤ Compare and Contrast working of democracies of India and North Korea and infer on their differences and significance in each country.</li> <li>➤ Analyse and infer on the different historical processes and forces that have contributed for the promotion of democracy</li> </ul>   | <ul style="list-style-type: none"> <li>➤ 4 corners strategy to discuss “What &amp; why of democracy?”</li> <li>➤ students create democratic governance model in the class.</li> <li>➤ Cartoon interpretation to summarize the benefits of democracy</li> </ul>  |
| 2. Constitutional Design | CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government | C-5.1 Understands that the Indian Constitution draws from the great cultural heritage and common aspirations of the Indian nation, and recalls India’s early experiments with democracy (assemblies in Mahajanapadas, kingdoms and empires at several levels of the society, guilds sanghas and ganas, village councils and committees, Uthiramerur inscriptions) | <ul style="list-style-type: none"> <li>➤ Group discussion and describe the situation that led to creation of Indian Constitution</li> <li>➤ Enumerate the essential features that need to be kept in mind while drafting any constitution. Examine the guiding values that created the Indian constitution</li> <li>➤ Comprehend the roles and responsibilities as citizens of India.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Group Discussion to comprehend the purpose of constitution.</li> <li>➤ Poster making/ wall magazine for Comparing and contrasting between Preamble of South African constitution with the preamble of Indian constitution.</li> <li>➤ Declamation strategy for discussing the roles and responsibilities of citizens.</li> </ul> |

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| 3. Electoral Politics      | CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government | C-5.3 Explains that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties   | <ul style="list-style-type: none"> <li>➤ Analyse the implications of power of vote and power of recall.</li> <li>➤ Summarize the essential features of the Indian Electoral system.</li> <li>➤ Examine the rationale for adopting the present Indian Electoral System.</li> </ul>                                | <ul style="list-style-type: none"> <li>➤ Role play on performing fundamental duties.</li> <li>➤ Perform school council elections for practical learning of the system.</li> <li>➤ Design and present election manifesto.</li> <li>➤ Create multiple parties and create symbols for elections.</li> <li>➤ Use street play to create awareness about the right to vote and fundamental duties.</li> </ul>   |
| 4. Working of Institutions | CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government | C-5.5 Analyses the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as the media, civil society, socio-religious institutions, and community institutions | <ul style="list-style-type: none"> <li>➤ Examine the roles, responsibilities, and interdependency of all the 3 organs of the Government.</li> <li>➤ Appreciate the parliamentary system of executive's accountability to the legislature.</li> <li>➤ Summarize and evaluate the rule of law in India.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Watch videos of Parliament and discuss the importance of question hour.</li> <li>➤ Present Moot court to evaluate the rule of Law. Examine the relevant case studies to evaluate the rule of law conduct Mock Parliament session.</li> <li>➤ Collect information on the performance of the functioning of a democratic government and society from social media and other institutions and present.</li> </ul> |

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| 5. Democratic Rights | CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government | C-5.2 Appreciates fundamental Constitutional values and identifies their significance for the prosperity of the Indian nation. | <ul style="list-style-type: none"> <li>➤ Analyse the role of the responsible citizens.</li> <li>➤ Summarize the importance of fundamental rights and duties in the light of the nation's glory.</li> <li>➤ Recognize the role of a responsible citizen while performing their prescribed duties versus claiming rights.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Debate the need to have rights in the light of study of Saudi Arabia.</li> <li>➤ Case study to analyse the role of citizens when the rights are exercised or otherwise.</li> <li>➤ Organize a moot court to discuss the violation of individual rights.</li> <li>➤ Graphic organizer to summarize the coexistence of rights vs duties.</li> </ul> |
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**Geography: Contemporary India - I**

| Content                      | Curricular goals   | Competency   | Learning outcome  | Suggestive Pedagogical process   |
|------------------------------|--|--|---|--|
| 1. India – Size and Location | CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region. | C-4.1 Locates physiographic regions of India and the climatic zones of the world on a globe/map. | <ul style="list-style-type: none"> <li>➤ Examine how the location of an area impacts its climate and time with reference to longitude and latitude.</li> <li>➤ Explore and analyses the trading and cultural relationships of India with its neighbouring countries.</li> <li>➤ Evaluate the situation &amp; reasons that made</li> </ul> | <ul style="list-style-type: none"> <li>➤ On map of India Locate physiographic regions of India and the climatic zones of the world on a globe/map.</li> <li>➤ Use GeoGebra, Google earth to represent and justify the reasons for the differences in climatic conditions, local and standard time.</li> <li>➤ Brainstorming strategy for inferring conditions</li> </ul> |

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|                               |  |  | <p>82.5E* Longitude as Time Meridian of India.</p> <ul style="list-style-type: none"> <li>➤ Examine how location of India enables its position as a strategic partner in the subcontinent.</li> <li>➤ Justify the reasons for the differences in climatic conditions, local and standard time.</li> </ul>  | <p>and relationships of the people living in states that are sharing border with the neighbouring countries impact trade and culture.</p> <ul style="list-style-type: none"> <li>➤ Make a PPT presentation on the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region.</li> </ul>   |
| 2. Physical Features of India | CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region. | C-4.2 Explains important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region | <ul style="list-style-type: none"> <li>➤ Justify how the Physical Features of India influence the livelihoods, culture, and the biodiversity of the region.</li> <li>➤ Examine the geological process that played a crucial role in the formation of diverse physical features in India.</li> <li>➤ Analyse the conditions and relationships of the people living in different physiographic areas.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Use Art integrated strategies like gallery walk/Model making to demonstrate how physical features make India a sub-continent.</li> <li>➤ Group work to discuss the lives and relationships amongst physiographic areas.</li> <li>➤ Brainstorming and make a comparison of India's Physical features with another country.</li> <li>➤ presentation using different modes such as</li> </ul> |

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|            |   |   | <ul style="list-style-type: none"> <li>➤ Examine various environmental issues.</li> </ul>  | Journals, Collage and other references.   |
| 3.Drainage | CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region | C-4.5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them | <ul style="list-style-type: none"> <li>➤ Examine the information about different lakes and infer on their contribution to Indian ecology.</li> <li>➤ Present creative solutions to overcome the water pollution also to increase the contribution of water bodies to Indian economy.</li> <li>➤ Identify the river systems of the country and explain the role of rivers in human society</li> </ul> | <ul style="list-style-type: none"> <li>➤ Choice Board strategy where each group to take up one river and focus on the areas they serve and the impact on Economy of that area.</li> <li>➤ Students will prepare a chart on lakes.</li> <li>➤ Slogan writing, poster making/ save River songs/ to bring awareness on water pollution and suggest solutions</li> </ul>                        |
| 4. Climate | CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region | C-4.3 Draws inter-linkages between various components of the physical environment, such as climate and relief, climate and vegetation and wildlife  | <ul style="list-style-type: none"> <li>➤ Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent.</li> <li>➤ Analyse the temperatures between plateau region, Himalayan region, desert region and coastal region.</li> <li>➤ Enumerate and summarize the reasons for the wide difference between temperatures at different</li> </ul>                                   | <ul style="list-style-type: none"> <li>➤ Use Mind map/ graphic organizers to enumerate and summarize the reasons for the wide difference between the day and night temperatures at different geographical locations of India.</li> <li>➤ Collect Newspaper reports for knowing the weather status.</li> <li>➤ Prepare and present mock drills on climate change and protocols as</li> </ul> |



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|  |   |   | geographical locations of India  | preventive action for various disasters  |
| 5. Natural Vegetation and Wildlife.      | Inter disciplinary project  | Inter disciplinary project with chapter no IV of History "Forest, Society and Colonialism   | Refer annexure II  | Refer annexure II  |
| 6. Population                            | CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region | C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation                   | <ul style="list-style-type: none"> <li>➤ Analyse and infer the reasons behind the uneven distribution of population in India with specific reference to UP &amp; Rajasthan and Mizoram and Karnataka</li> <li>➤ Enlist the factors that affect the population density</li> </ul>                   | <ul style="list-style-type: none"> <li>➤ Use a Pie -diagram to depict the population distribution in India.</li> <li>➤ Group discussion and presentation on reasons behind the uneven distribution of Population</li> </ul>  |
| <b>ECONOMICS</b>                         |   |   |  |  |
| <b>Content</b>                           | <b>Curricular goals</b>   | <b>Competency</b>   | <b>Learning outcome</b>  | <b>Suggestive Pedagogical process</b>  |
| Chapter 1: The Story of Village Palampur | CG-7 Develops an understanding of the economy of a nation-state, with specific reference to India.  | C-7.1 Defines key features of the economy such as production, distribution, demand, supply, trade, and commerce, and factors that influence these aspects (including technology). | <ul style="list-style-type: none"> <li>➤ Enlist the requirements of production and comprehend the interdependence of these requirements.</li> <li>➤ Corelate farming and non-farming activities to economic growth.</li> <li>➤ Comprehend how the significance of conditions of farming</li> </ul> | <ul style="list-style-type: none"> <li>➤ Visit to a nearby village or local markets and interview different classes of farmers to know about their lifestyles and thereafter present in the class.</li> <li>➤ Concept map/Poster making/ gallery walk to enlist the factors of production and</li> </ul> |

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|                                  |  | C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India. | and the factors of production impact economic development.<br>➤ Find solutions to foster an equitable society.   | evaluate their interdependence.<br>➤ Discussion/PPT presentation on how to eradicate poverty among farmers and trying to suggest innovative strategies to improve the farmers lifestyles.  |
| Chapter -2<br>People as Resource | CG-7 Develops an understanding of the economy of a nation, with specific reference to India. | C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India. | <ul style="list-style-type: none"> <li>➤ Evaluate the reasons that contribute to the quality of population.</li> <li>➤ Observe the different government schemes in some states and see its effect on the quality of people there by.</li> <li>➤ Propose innovative strategies to resolve unemployment problems.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Classroom discussions/debates on various factors that affect the quality of population. For e.g. significance of Education/Health in Human Resource Development.</li> <li>➤ Make a newsletter collecting articles from newspapers/magazines etc on illiteracy and unemployment status in India and government initiative in solving the issues.</li> <li>➤ Audio-Visual aids showing initiatives undertaken by the government in promoting education</li> </ul> |

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|                                  |  |  |  | and employment in various states of India.   |
| Chapter 3 Poverty as a challenge | CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature. | C-8.1 Gathers, comprehends, and analyses data related to poverty and unemployment in one's locality and at the national level.<br>C-8.2 Understands and analyses the concepts and practice of the range of economic systems – from free market to entirely state controlled markets.<br>C-8.4 Describes India's recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress | <ul style="list-style-type: none"> <li>➤ Comprehend the reasons of poverty in the rural and urban areas.</li> <li>➤ Evaluate the efficacy of government to eradicate poverty.</li> <li>➤ Compare how poverty estimates have transformed from 1993-94 to 2011-12.</li> <li>➤ Correlate the link between education and poverty.</li> </ul> | <ul style="list-style-type: none"> <li>➤ PPT presentation using case study given in NCERT text on the reasons of rural and urban poverty.</li> <li>➤ Declamation with data to evaluate the efficacy of government to eradicate poverty and suggest measures/ ways which can be used to minimise the same.</li> <li>➤ Debate on the topic- 'Can education remove poverty?'</li> </ul> |

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| <p>Chapter 4 Food Security in India</p> | <p>CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature.</p> | <p>C-8.2 Understands and analyses the concepts and practice of the range of economic systems – from free market to entirely state controlled markets.<br/>C-8.4 Describes India’s recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress.</p> <p>C-8.5 Appreciates the connections between economic development and the environment, and the broader indicators of societal wellbeing beyond GDP growth and income.</p> | <ul style="list-style-type: none"> <li>➤ Comprehend various aspects of food security that will ensure continuity of supply to the masses.</li> <li>➤ Enumerate the different features of PDS that directly address FSI.</li> <li>➤ Analyse and infer the impact of Green Revolution.</li> <li>➤ Analyse the causes and impact of famines/disasters in food security during pre and post independent India.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Case study and group discussion to connect the link between a well-structured food security system and continuity of supply to masses.</li> <li>➤ Guest Speaker programmes where govt. officials can be called to talk on FSI and PDS (Public Distribution System)</li> <li>➤ Panel Discussion /seminar on the impact of the green revolution and PDS.</li> <li>➤ Concept maps explaining the causes behind the famines in the colonial period and the causes and impact of recurring disasters on food security in post independent India through examples.</li> </ul> |
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**CLASS IX  
LIST OF MAPS**

| S. No. | Subject   | Name of the Chapter                            | List of Areas to be located /labeled/identified on the map  |
|--------|-----------|--|---|
| I      | History   | French Revolution                              | Outline political map of France. Locate/label/identify. <ul style="list-style-type: none"> <li>Bordeaux, Nantes, Paris and Marseille</li> </ul>   |
|        |           | Socialism in Europe and the Russian Revolution | Outline political map of the World. Locate/label/identify Major countries of First World War: Central Powers: Germany, Austria-Hungary, Turkey (Ottoman Empire).<br>Allied Powers – France, England, Russia and USA   |
|        |           | Nazism and the Rise of Hitler                  | Outline Political Map of World. Locate/label/identify Major countries of Second World War Axis: Powers – Germany, Italy, Japan Allied Powers – UK, France, Former USSR, USA   |
| II     | Geography | India : size and location                      | <ul style="list-style-type: none"> <li>India – States and Capitals</li> <li>Tropic of Cancer, Standard Meridian (Location and Labeling)</li> <li>Neighbouring Countries</li> </ul>  |
|        |           | India physical features                        | <ul style="list-style-type: none"> <li>Mountain Ranges : The Karakoram, The Zanskar, The Shivalik, The Aravali, The Vindhya, The Satpura, Western and Eastern Ghats</li> <li>Mountain Peaks – K2, Kanchan Junga, Anai Mudi</li> <li>Plateau – Deccan Plateau, Chota Nagpur Plateau, Malwa Plateau</li> <li>Coastal Plains – Konkan, Malabar, Coromandel &amp; Northern Circar (Location and Labelling)</li> </ul> |
|        |           | Drainage system                                | Rivers (Identification only) <ul style="list-style-type: none"> <li>The Himalayan River Systems – The Indus, The Ganges and The Sutlej</li> <li>The Peninsular Rivers – The Narmada, The Tapti, The Kaveri, The Krishna, The Godavari, The Mahanadi</li> <li>Lakes – Wular, Pulicat, Sambhar, Chilika</li> </ul>  |
|        |           | Climate  | <ul style="list-style-type: none"> <li>Annual rainfall in India, Monsoon wind direction</li> </ul>  |
|        |           | Population                                     | <ul style="list-style-type: none"> <li>Population density of all states</li> <li>The state having highest and lowest density of population</li> </ul>   |

**CLASS IX**  
**INTERNAL ASSESSMENT: 20 MARKS**

| Type of Assessment          | Description  | Marks Allocated |
|-----------------------------|--|-----------------|
| Periodic Assessment         | Pen Paper Test   | 5               |
| Multiple Assessment         | Quiz, debate, role play, viva, group discussion, visual expression, interactive bulletin boards, gallery walks, exit cards, concept maps, peer assessment, self-assessment etc. through inter disciplinary project                           | 5               |
| Subject Enrichment Activity | Project work on Disaster Management  | 5               |
| Portfolio                   | Classroom, work done (activities/assignments) reflections, narrations, journals etc.<br>Achievements of the student in the subject throughout the year<br>Participation of the student in different activities like Heritage India quiz etc. | 5               |

**CLASS IX  
PRSECRIBED TEXT BOOKS**

| <b>S. No.</b> | <b>Subject</b>      | <b>Name of the Book</b>                  | <b>Publisher</b> |
|---------------|---------------------|--|------------------|
| 1             | History             | India and the Contemporary World-I       | NCERT            |
| 2             | Political Science   | Democratic Politics-I                    | NCERT            |
| 3             | Geography           | Contemporary India-I                     | NCERT            |
| 4             | Economics           | Economics                                | NCERT            |
| 5             | Disaster Management | Together, towards a safer India- Part II | CBSE             |

**Note: Please procure latest reprinted edition (2024-05) of prescribed NCERT textbooks.**

**CLASS  
COURSE STRUCTURE**

| History (India and the Contemporary World-II) |                               |  | Suggestive no. of periods = 60 | 20 inclusive map pointing |
|---|-------------------------------|--|--------------------------------|---------------------------|
| Section                                       | Chapter No.                   | Chapter name   | No. of periods                 | Marks allocated           |
| I<br>Events and processes                     | I                             | The Rise of Nationalism in Europe  | 17                             | 18+2 map pointing         |
|   | II                            | Nationalism in India   | 17                             |                           |
| II<br>Livelihoods, Economies and Societies    | III                           | The making of a Global World<br><b>(To be evaluated in the Board Examination)</b><br>Subtopics: 1 to 1.3 Pre Modern World to Conquest, Disease and trade)  | 6                              |                           |
|   |                               | <b>Interdisciplinary project as part of multiple assessments</b><br>(internally assessed for 5 marks)<br>Subtopics 2 to 4.4 -The nineteenth century (1815-1914) to end of Bretton Woods & the beginning of "Globalization" | 4                              |                           |
|   | IV                            | The Age of Industrialization<br><b>(To be assessed as part of Periodic Assessment only)</b>  | 6                              |                           |
| III<br>Everyday Life, Culture and politics    | V                             | Print Culture and the Modern world   | 10                             |                           |
| Geography (Contemporary India-II)             |                               |  | Suggestive no. of periods = 55 | 20 inclusive map pointing |
| Chapter No.                                   | Chapter name                  |  | No. of periods                 | Marks allocated           |
| 1   | Resources and Development     |  | 7                              |                           |
| 2   | Forest and Wildlife Resources |  | 7                              |                           |



|   |  |                            |                                       |                        |
|---|--|----------------------------|---------------------------------------|------------------------|
| 3   | Water resources  | 7                          | 17+3 map pointing                     |                        |
| 4   | Agriculture  | 10                         |                                       |                        |
| 5   | Minerals and energy Resources  | 10                         |                                       |                        |
| 6   | Manufacturing Industries   | 10                         |                                       |                        |
| 7   | Lifelines of National Economy<br>Only map pointing to be evaluated in the Board Examination    | 2                          |                                       |                        |
|   | Interdisciplinary project as part of multiple assessments<br>(Internally assessed for 5 marks) | 2                          |                                       |                        |
| <b>Political Science (Democratic Politics-II)</b>     |  |                            | <b>Suggestive no. of periods = 50</b> | <b>20</b>              |
| <b>Unit No.</b>                                       | <b>Chapter No.</b>   | <b>Chapter name</b>        | <b>No. of periods</b>                 | <b>Marks allocated</b> |
| I   | 1  | Power-sharing              | 15                                    | 20                     |
|   | 2  | Federalism                 |                                       |                        |
| II  | 3  | Gender, Religion and Caste | 12                                    |                        |
| III   | 4  | Political Parties          | 12                                    |                        |
| IV  | 5  | Outcomes of Democracy      | 11                                    |                        |
| <b>Economics (Understanding Economic Development)</b> |  |                            | <b>Suggestive no. of periods = 50</b> | <b>20</b>              |
| <b>Chapter No.</b>                                    | <b>Chapter name</b>  | <b>No. of periods</b>      | <b>Marks allocated</b>                |                        |

|   |   |    |    |
|---|---|----|----|
| 1 | Development   | 12 | 20 |
| 2 | Sectors of the Indian Economy   | 12 |    |
| 3 | Money and Credit  | 12 |    |
| 4 | Globalization and the Indian Economy<br>To be evaluated in the Board Examination <ul style="list-style-type: none"> <li>• What is Globalization?</li> <li>• Factors that have enabled Globalization</li> </ul>  | 8  |    |
|   | Interdisciplinary project as part of multiple assessment<br>(Internally assessed for 5 marks) <ul style="list-style-type: none"> <li>• Production across the countries</li> <li>• Chinese toys in India</li> <li>• World Trade Organization</li> <li>• The Struggle for a Fair Globalization</li> </ul> | 6  |    |
| 5 | Consumer Rights (Project Work)  |    |    |

**CLASS X  
COURSE CONTENT**

**HISTORY: India and the Contemporary World - II**

| Content                                    | Curricular goals   | Competency  | Learning outcome  | Suggestive Pedagogical process   |
|--|--|---|---|--|
| <b>I The Rise of Nationalism in Europe</b> | <p>CG-2 Analyses important phases in world history and draws insight to understand the present - day world.</p> <p>CG-3 Understands the idea of a nation and the emergence of the modern Indian Nation</p> | <p>C-2.4 Explains the growth of new ideas in Europe and Asia (humanism, mercantilism, industrialisation, colonialism, scientific developments and explorations, imperialism, and the rise of new nation-states across the world) and how it affected the course of human history.</p> <p>C-2.5 Recognises the various practices that arose, such as those in C-2.4, and came to be condemned later on (such as racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of</p> | <ul style="list-style-type: none"> <li>➤ Infer how the French Revolution had an impact on the European countries in the making of nation state.</li> <li>➤ Comprehend the nature of the diverse social movements of the time.</li> <li>➤ Analyse and infer the evolution of the idea of nationalism which led to the formation of nation states in Europe and elsewhere.</li> <li>➤ Evaluate the reasons which led to the First World War.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Presentation and discussion on the French Revolution after watching animations/films/reading stories or novels related to French revolution.</li> <li>➤ Use of graphic organizers to explain unification of states to form one nation.</li> <li>➤ Map activity familiarising the location of various places studying the map of Europe after the Congress of Vienna 1815 and locating important places on the political outline map of Europe.</li> <li>➤ World Café on changes after 1815 in Europe.</li> <li>➤ Role play on the social revolutions of Europe</li> </ul> |

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|  |  | which have also impacted the course of world history and have left unhealed wounds.   |   |   |
| <b>II Nationalism in India</b>   | CG-3 Understands the idea of a nation and the emergence of the modern Indian Nation.         | C-3.2 Identifies and analyses 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. | <ul style="list-style-type: none"> <li>➤ Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging.</li> <li>➤ Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the movements organised by him.</li> <li>➤ Summarise the effects of the First World War that triggered the two defining movements (Khilafat &amp; Non Cooperation Movement) in India</li> </ul> | <ul style="list-style-type: none"> <li>➤ Sequence chart/ story Board/ Story telling pedagogy to Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging</li> <li>➤ Students will examine textual content and other references and Present through PPT.</li> <li>➤ Viewing the relevant Snippets from the movies/ video clippings depicting various events involving Gandhiji and other leaders and present findings</li> </ul> |
| <b>III. The Making of a Global World</b><br><br><b>Subtopic 1</b><br>The premodern world | CG-7 Develops an understanding of the economy of a nation, with specific reference to India. | C-2.3 Traces aspects of continuity and change in different phases of world history (including cultural trends, social and religious reforms, and  | <ul style="list-style-type: none"> <li>➤ Summarize the changes that transformed the world in terms of economy, political, cultural and technological areas.</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Initiate an Inquiry based learning using world café' strategy and present your findings through café conversation strategy of each area (transformed the world in terms of economy, political,</li> </ul>  |

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| <p><b>Subtopic 2</b><br/>19<sup>th</sup> century<br/>1815 -1914<br/><b>Subtopic 3</b><br/>The inter- war<br/>economy<br/><b>Subtopic 4</b><br/>Rebuilding of<br/>world economy:<br/>the post war era.</p> <p><b>Inter<br/>disciplinary<br/>Project</b> with<br/>chapter 7 of<br/>Geography:<br/>Lifelines of<br/>National<br/>Economy and<br/>chapter 4 of<br/>Economics:<br/>Globalization<br/>and the Indian<br/>Economy</p> |   | <p>economic and political<br/>transformations)</p> <p>C-7.4 Traces the<br/>beginning and<br/>importance of large-<br/>scale trade and<br/>commerce (including e-<br/>commerce) between<br/>one country and another<br/>– the key items of trade<br/>in the beginning, and<br/>the changes from time<br/>to time.</p> <p>Refer Annexure IV</p> | <ul style="list-style-type: none"> <li>➤ Depict the global<br/>interconnectedness<br/>from the Premodern to<br/>the present day.</li> <li>➤ Enumerate the<br/>destructive impact of<br/>colonialism on the<br/>livelihoods of colonised<br/>people.</li> <li>➤ Refer Annexure IV</li> </ul> | <p>cultural and technological<br/>aspects.)</p> <ul style="list-style-type: none"> <li>➤ Art integration and gallery<br/>walk to depict the<br/>interconnectedness.</li> <li>➤ Students examine the<br/>photographic display/ new<br/>paper cutting that depict the<br/>destructive impact of<br/>colonialism on the livelihoods<br/>of colonised people and<br/>present their understandings<br/>in the form of Newsletter/<br/>cartoon strips/ Inter<br/>Disciplinary Project</li> </ul> |
| <p><b>IV</b></p> <p><b>The Age of<br/>Industrialisation</b></p>  | <p>CG-2 Analyses the<br/>important phases in world<br/>history and draws insights<br/>to understand the<br/>present-day world</p> | <p>C-2.4 Explains the<br/>growth of new ideas and<br/>practices across the<br/>world (including<br/>humanism,<br/>mercantilism,</p>   | <ul style="list-style-type: none"> <li>➤ Watch relevant Videos/<br/>Visuals/<br/>documentaries/ the<br/>movie clippings on<br/>features of Pre &amp; Post<br/>economic, political,</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Enumerate economic,<br/>political, social features of<br/>Pre and Post<br/>Industrialization.</li> <li>➤ Analyse and infer how the<br/>industrialization impacted</li> </ul>  |

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|   |   | industrialisation, scientific developments and explorations, imperialism, colonialism, the rise of new nation-states across the world, and various technologies including the most current) and how they affected the course of world history   | social features of Pre and Post Industrialization  | colonies with specific focus on India   |
| <b>V</b><br><b>Print culture and the Modern World</b> | CG-2 Analyses the important phases in world history and draws insights to understand the present-day world.<br><br>CG-9 Understands and appreciates the contribution of India through history and present times, to the overall field of Social Science, and the disciplines that constitute it | C-2.4 Explains the growth of new ideas and practices across the world (including humanism, mercantilism, industrialisation, scientific developments and explorations, imperialism, colonialism, the rise of new nation-states across the world, and various technologies including the most current) and how they affected the course of world history. | <ul style="list-style-type: none"> <li>➤ Enumerate the development of Print from its beginnings in East Asia to its expansion in Europe and India.</li> <li>➤ Comment on the statement that the print revolution was not just a way of producing book but profound transformation of people.</li> <li>➤ Compare and contrast the old tradition of handwritten manuscripts versus the print technology.</li> <li>➤ Summarise the role of Print revolution and its impact</li> </ul> | <ul style="list-style-type: none"> <li>➤ Flow chart to depict the development of Print.</li> <li>➤ Declamation on the profound transformation of people due to the print revolution.</li> <li>➤ Use of Venn diagram to compare the advantages of handwritten books and the printed books</li> <li>➤ Interpret and infer from pictures, cartoons, extracts from propaganda literature on important events and issues with focus on print culture.</li> </ul> |

**Political Science: Democratic Politics - II**

| <b>Content</b>    | <b>Curricular goals</b>  | <b>Competency</b>  | <b>Learning outcome</b>  | <b>Suggestive Pedagogical process</b>   |
|-------------------|--|--|--|---|
| 1.Power - sharing | CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government | C-5.4 Analyses the basic features of a democracy and democratic government – and its history in India and across the world – and compares this form of government with other forms of government | <ul style="list-style-type: none"> <li>➤ Enumerate the need for power sharing in democracy.</li> <li>➤ Analyse the Challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing.</li> <li>➤ Compare and contrast the power sharing of India with Sri Lanka and Belgium.</li> <li>➤ Summarize the purpose of power sharing in preserving the unity and stability of a country</li> </ul> | <ul style="list-style-type: none"> <li>➤ Read relevant Newspaper articles/ clippings on Power sharing and present the findings in the form of flow chart.</li> <li>➤ Discuss various forms of power-sharing.</li> <li>➤ Classroom discussion on challenges faced by Belgium&amp; Sri Lanka in ensuring effective power sharing.</li> <li>➤ Socratic discussion on Power Sharing Techniques used by India, Sri Lanka and Belgium.</li> </ul> |
| 2 Federalism      | CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government | C-5.2 Appreciates fundamental Constitutional values and identifies their significance for the prosperity of the Indian nation  | <ul style="list-style-type: none"> <li>➤ Infer and appreciate how federalism is being practised in India.</li> <li>➤ Analyse and infer how the policies and politics that has</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Group discussion on the distribution of powers between Union and state Government and present the outcomes through presentations.</li> <li>➤ Debate on policies and politics that strengthens Federalism in</li> </ul>   |

|                               |  |   |  |   |
|-------------------------------|--|---|--|---|
|                               |  |   | strengthens federalism in practice.  | practice and present through mind map   |
| 3. Gender, Religion and Caste | CG-6 Understands and analyses social, cultural, and political life in India over time – as well as the underlying historical Indian ethos and philosophy of unity in diversity – and recognises challenges faced in these areas in the past and present and the efforts (being) made to address them | C-6.2 Understands that, despite C-6.1, forms of inequality, injustice, and discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonisation), leading to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success. | <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.</li> <li>➤ differences are healthy or otherwise in a democracy</li> </ul>     | <ul style="list-style-type: none"> <li>➤ Skit/ street play to enumerate how the differences in gender, religion and caste impact the practicing healthy or otherwise in a Democracy.</li> <li>➤ Graphic method to analyse and infer how different expressions based on differences in Gender, Religion and Caste are healthy or unhealthy in a democracy</li> </ul> |
| 4. Political Parties          | CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government   | C-5.3 Explains that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties   | <ul style="list-style-type: none"> <li>➤ Understand the process of parties getting elected.</li> <li>➤ Know the significance of right to vote and exercise the duties as citizen of nation.</li> <li>➤ Examine the role, purpose and no. of Political Parties in Democracy.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Mock election to learn the process.</li> <li>➤ Role play and create awareness of fundamental duties.</li> <li>➤ Use flow chart to bring out the role, purpose and no. of Political Parties.</li> <li>➤ Read newspapers, watches video clippings to justify the contributions /non contributions made by</li> </ul>         |



|                         |  |  |   |  |
|-------------------------|--|--|---|--|
|                         |  |  | ➤ Justifies the contributions /non contributions made by national and regional political parties in successful functioning of Indian democracy.               | national and regional political parties in successful functioning of Indian democracy.   |
| 5.Outcomes of Democracy | CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government | C-5.5 Analyses the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as the media, civil society, socio-religious institutions, and community institutions. | ➤ Enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity. | ➤ Graphic organizer to enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity. |

### Geography: Contemporary India - II

| Content                            | Curricular goals  | Competency  | Learning outcome  | Suggestive Pedagogical process  |
|------------------------------------|---|---|---|---|
| <b>1.Resources and Development</b> | CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region | C-4.4 Analyses and evaluates the inter-relationship between the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos | ➤ Enumerates how the resources are interdependent, justify how planning is essential in judicious utilization of resources and the need to develop them in India. | <ul style="list-style-type: none"> <li>➤ Brainstorming on how the resources are interdependent in nature and the need to develop them in India and present in the form of a Venn diagram.</li> <li>➤ Use of maps, charts, and other tools to identify patterns and trends of land utilization.</li> </ul> |

|                                  |   |   |   |  |
|----------------------------------|---|---|---|--|
|                                  |   | that resulted in practices of nature conservation   | <ul style="list-style-type: none"> <li>➤ Infers the rationale for development of resources.</li> <li>➤ Analyse and evaluate data and information related to non-optimal land, utilization in India Appraise and infer the need to conserve all resources available in India.</li> <li>➤ suggest remedial measures for optimal utilization of underutilized resources</li> </ul> | <ul style="list-style-type: none"> <li>➤ Case study and debate on the topic “Is the development acting as an adversary for conservation”.</li> <li>➤ Present a report in the form of PPT.</li> </ul>   |
| 2. Forest and Wildlife Resources | CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region | C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation | <ul style="list-style-type: none"> <li>➤ Examine the importance of conserving forests and wildlife and their interdependency in maintaining the ecology for the sustainable development of India.</li> <li>➤ Analyse the role of grazing and wood cutting in the development and degradation</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Read newspaper articles/ watch videos on deforestation and need for conservation and through world café strategy present your findings.</li> <li>➤ Discuss how developmental works, grazing wood cutting have impacted on the survival forests</li> <li>➤ Use art integration strategy to summarize and present the reasons for conservation of biodiversity in India under sustainable development.</li> </ul> |

|                    |  |   |  |   |
|--------------------|--|---|--|---|
|                    |  |   | <ul style="list-style-type: none"> <li>➤ Summarizes the reasons for conservation of biodiversity in India under sustainable development.</li> </ul>  |   |
| 3. Water Resources | CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region. | C-4.2 Explains important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region.                         | <ul style="list-style-type: none"> <li>➤ Examine the reasons for conservation of water resource in India.</li> <li>➤ Analyse and infer how the Multipurpose projects are supporting the requirement of water in India.</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Brainstorming session to discuss the scarcity of water and present through graphic organizers.</li> <li>➤ Prepare a PPT to Summarize the roles of Multipurpose projects in supporting the water requirement of India</li> </ul>  |
| 4. Agriculture     | CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region  | C-4.3 Draws inter-linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation, and wildlife | <ul style="list-style-type: none"> <li>➤ Examine the crucial role played by agriculture in our economy and society.</li> <li>➤ Analyses the challenges faced by the farming community in India.</li> <li>➤ Identifies and summarizes various aspects of agriculture, including crop production,</li> </ul> | <ul style="list-style-type: none"> <li>➤ Group Discussion on the challenges faced by farmers, such as low productivity, lack of modern technology, inadequate irrigation facilities, and post-harvest losses and present the findings through PPT/chart.</li> <li>➤ Collect Newspaper and have a panel discussion on the challenges faced by the farming community in India</li> <li>➤ Use of graphic organizers to distinguish the traditional and modern farming methods</li> </ul> |

|                                  |   |  |  |   |
|----------------------------------|---|--|--|---|
|                                  |   |  | <p>types of farming, modern</p> <ul style="list-style-type: none"> <li>➤ agricultural practices, and the impact of agriculture on the environment.</li> <li>➤ Analyses the challenges faced by the farming community in India</li> </ul>   |   |
| 5. Minerals and Energy Resources | CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region | C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation.               | <ul style="list-style-type: none"> <li>➤ Differentiates between the conventional and nonconventional sources of energy.</li> <li>➤ Analyses the importance of minerals and natural resources for economic development of the country.</li> <li>➤ Suggests strategies for sustainable use of natural resources</li> </ul> | <ul style="list-style-type: none"> <li>➤ Use graphic organizers to infer the resource distribution to real-world situations and lists the strategies for sustainable use of natural resources.</li> <li>➤ Use of flow chart to Differentiate between the conventional and non-conventional sources of energy</li> </ul> |
| 6. Manufacturing Industries      | CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the  | C-4.5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and | <ul style="list-style-type: none"> <li>➤ Enumerates the impact of manufacturing industries on the environment and develop strategies for sustainable development of the</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Use of flow chart to differentiate between various types of manufacturing industries based on their input materials, processes, and end products.</li> <li>➤ Utilizes the textual information (data given through various</li> </ul>   |

|  |  |   |   |  |
|--|--|---|---|--|
|  | livelihoods, culture, and the biodiversity of the region         | loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them          | <p>manufacturing sector.</p> <ul style="list-style-type: none"> <li>➤ Differentiates between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy.</li> <li>➤ Analyses the relation between the availability of raw material and location of the industry</li> </ul> | <p>maps/ graphs) to enumerate the impact of manufacturing industries on the environment and develop strategies for sustainable development of the manufacturing sector.</p> <ul style="list-style-type: none"> <li>➤ Uses case studies to Infer the relation between availability of raw material and location of the industry.</li> </ul> |
| 7.Life Lines of National Economy                     |  | Inter disciplinary project with chapter 3 of History: The making of a Global world and chapter 4 of Economics: Globalization and the Indian Economy | Refer Annexure IV   | Refer Annexure IV  |
| <b>Economics: Understanding Economic Development</b> |  |   |   |  |
| Content  | Curricular goals   | Competency  | Learning outcome  | Suggestive Pedagogical process   |
| <b>1<br/>Development</b>                             | CG-8 Evaluates the economic development of a country in terms of | C-8.1 Gathers, comprehends, and analyses data related to income, capital, poverty,  | <ul style="list-style-type: none"> <li>➤ Enumerate and examine the different processes involved in setting</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Hot seat strategy to enumerate different developmental Goals that helps in nation building.</li> </ul>  |

|   |   |  |  |   |
|---|---|--|--|---|
|   | its impact on the lives of its people and nature. | and employment in one's locality, region and at the national level.<br>C-8.4 Describes India's recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress.<br>C-8.5 Appreciates the connections between economic development and the environment, and the broader indicators of societal wellbeing beyond GDP growth and income. | developmental Goals that helps in nation building.<br>➤ Analyse and infer how the per capita income depicts the economic condition of the nation.<br>➤ Evaluate the development goals that have been set for the nation by the Planning commission of India -with specific reference to their efficacy, implemental strategies, relevance to current requirements of the nation.<br>➤ Compare and contrast the per capita income of some countries and infer reasons for the variance.<br>➤ Analyses the multiple perspectives on the need of development. | ➤ Case study to analyse and infer how the per capita income depicts the economic condition of the nation.<br>➤ Graphic organizer to compare the relation between HDI (Human Development Index) and PCI (Per Capita National Income)<br>➤ Declamation to Analyse the multiple perspectives on the need of development.<br>➤ Debate on 'Health and Education are the true indicators of development.' |
| 2 | CG-7 Develops an understanding of the             | C-7.1 Defines key features of the economy  | ➤ Analyses and infer how the economic  | ➤ Data analysis of various sectors and their contribution   |

|   |   |  |  |  |
|---|---|--|--|--|
| <p><b>Sectors of the Indian Economy</b></p> | <p>economy of a nation, with specific reference to India.</p> | <p>such as production, distribution, demand, supply, trade, and commerce, and factors that influence these aspects (including technology) C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India C-7.3 Distinguishes between 'unorganised' and 'organised' sectors of the economy and their role in production for the local market in small, medium, and large-scale production centres (industries), and recognises the special importance of the so-called 'unorganised' sector in Indian economy and its connections with the self-organising features of Indian society.</p> | <p>activities in different sectors contribute to the overall growth and development of the Indian economy.</p> <ul style="list-style-type: none"> <li>➤ Propose solutions to identified problems in different sectors based on their understanding.</li> <li>➤ Summarize how the organised and unorganised sectors are providing employment and the challenges faced by them.</li> <li>➤ Enumerates the role of unorganised sector in impacting PCI (Per Capita Income) currently and proposes suggestive steps to reduce the unorganised sector for more productive contributions to GDP.</li> <li>➤ Enumerates and infer the essential role of the Public and Private sectors</li> </ul> | <p>in GDP (Gross domestic Product) and NDP (Net Domestic Product).</p> <ul style="list-style-type: none"> <li>➤ Research based strategy to propose solutions to identified problems in different sectors based on their understanding.</li> <li>➤ Read Newspaper articles and group discuss to Summarize how the organised and unorganised sectors are providing employment and the challenges faced by them.</li> <li>➤ Role plays of case studies explaining underemployment/disguised unemployment.</li> <li>➤ Class conversation/group discussion on how to create more employment.</li> </ul> |
|---|---|--|--|--|

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|--|--|--|--|---|
|  |  |  | the present trends of PPP and efficacy of the initiative.  |   |
| <b>3</b><br><b>Money and Credit</b>  | CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature.   | C-8.1 Gathers, comprehends, and analyses data related to income, capital, poverty, and employment in one's locality, region and at the national level.<br>Markets.<br>C-8.3 Understands these features in the context of ancient India, with its thriving trade, both internal and external, and its well-established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world's leading economies up to the colonial period | <ul style="list-style-type: none"> <li>➤ Enumerate how money plays as a medium exchange in all transactions of goods and services since ancient times to the present times.</li> <li>➤ Analyse and infer various sources of Credit.</li> <li>➤ Summarizes the significance and role of self-help groups in the betterment of the economic condition of rural people/ women.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Group discussion to Enumerate how money plays as a medium exchange in all transactions of goods and services since ancient times to the present times.</li> <li>➤ Case based study to Analyse and infer various sources of Credit.</li> <li>➤ Guest Speaker Programme (bank manager/ a self-help group member) who will summarize the significance and role of self-help groups in the betterment of the economic condition of rural people/ women.</li> </ul> |
| <b>4</b><br><b>Globalization and the Indian Economy</b><br><br><b>Subtopics:</b> | CG-7 Develops an understanding of the economy of a nation, with specific reference to India.<br>CG-8 Evaluates the economic development of a country in terms of its impact on the lives | society C-7.4 Traces the beginning and importance of large-scale trade and commerce (including e-commerce) between one country and another – the key items of trade in the beginning, and the  | <ul style="list-style-type: none"> <li>➤ Enumerate the concept of globalization and its definition, evolution, and impact on the global economy.</li> <li>➤ Evaluate the key role of the key major drivers of</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Watch videos on globalisation followed by an interactive group discussion to enumerate the concept of globalization and its definition, evolution, and impact on the global economy.</li> <li>➤ Read Textual and other resources to analyse and infer</li> </ul>   |



|   |                                 |  |   |   |
|---|---------------------------------|--|---|---|
| <p>What is Globalization?<br/>Factors that have enabled Globalisation.</p> <p><b>Inter disciplinary Project</b> with chapter 3 of History: “The making of a Global World”.and chapter 7 of Geography: “Lifelines of National Economy”<br/><b>Subtopics:</b><br/>Production across the countries</p> | <p>of its people and nature</p> | <p>changes from time to time.<br/>C-8.3 Understands these features in the context of ancient India, with its thriving trade, both internal and external, and its well-established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world’s leading economies up to the colonial period.</p> <p>Refer Annexure IV</p> | <p>globalization and their role in shaping the global economic landscape in various countries.</p> <ul style="list-style-type: none"> <li>➤ Comprehends the significance of role of G20 and its significance in the light of India's present role.</li> </ul> | <p>the key drivers of globalization and their role in shaping the global economic landscape.</p> <ul style="list-style-type: none"> <li>➤ Discussions /Debates on the positive impact of Globalization on the lives of people.</li> </ul> |
|---|---------------------------------|--|---|---|

|  |                     |                    |                    |  |
|--|---------------------|--------------------|--------------------|--|
| Chinese toys in India<br>World Trade Organization<br>The Struggle for A Fair Globalisation                             |                     |                    |                    |  |
| <b>5</b><br><b>Consumer Rights</b><br><b>OR</b><br><b>Social Issues</b><br><b>OR</b><br><b>Sustainable Development</b> | <b>Project work</b> | Refer Annexure III | Refer Annexure III |  |

**CLASS X**  
**LIST OF MAP ITEMS**

| Subject   | Name of the Chapter           | List of areas to be located/labeled/identified on the map   |
|-----------|-------------------------------|---|
| History   | Nationalism in India          | <b>I. Congress sessions:</b> <ul style="list-style-type: none"> <li>• 1920 Calcutta</li> <li>• 1920 Nagpur</li> <li>• 1927 Madras session</li> </ul> <b>II. 3 Satyagraha movements:</b> <ul style="list-style-type: none"> <li>• Kheda</li> <li>• Champaran</li> <li>• Ahmedabad mill workers</li> </ul> <b>III. Jallianwala Bagh</b><br><b>IV. Dandi March</b> |
| Geography | Resources and Development     | Identify Major Soil Types   |
|           | Water Resources               | <b>Locating and Labeling:</b> <ul style="list-style-type: none"> <li>• Salal</li> <li>• Bhakra Nangal</li> <li>• Tehri</li> <li>• Rana Pratap Sagar</li> <li>• Sardar Sarovar</li> <li>• Hirakund</li> <li>• Nagarjun Sagar</li> <li>• Tuhgabhadra</li> </ul>   |
|           | Agriculture                   | <b>Identify:</b> <ul style="list-style-type: none"> <li>• Major areas of Rice and Wheat</li> <li>• Largest/Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute</li> </ul>  |
|           | Minerals and Energy Resources | <b>Identify:</b> <ol style="list-style-type: none"> <li>a. <b>Iron Ore mines</b> <ul style="list-style-type: none"> <li>• Mayurbhanj</li> <li>• Durg</li> </ul> </li> </ol>   |

|  |                          |  |
|--|--------------------------|--|
|  |                          | <ul style="list-style-type: none"> <li>• Bailadila</li> <li>• Bellary</li> <li>• Kudremukh</li> </ul> <p><b>b. Coal Mines</b></p> <ul style="list-style-type: none"> <li>• Raniganj</li> <li>• Bokaro</li> <li>• Talcher</li> <li>• Neyveli</li> </ul> <p><b>c. Oil Fields</b></p> <ul style="list-style-type: none"> <li>• Digboi</li> <li>• Naharkatia</li> <li>• Mumbai High</li> <li>• Bassien</li> <li>• Kalol</li> <li>• Ankaleshwar</li> </ul> <p><b>Locate and label: Power Plants</b></p> <p><b>a. Thermal</b></p> <ul style="list-style-type: none"> <li>• Namrup</li> <li>• Singrauli</li> <li>• Ramagundam</li> </ul> <p><b>b. Nuclear</b></p> <ul style="list-style-type: none"> <li>• Narora</li> <li>• Kakrapara</li> <li>• Tarapur</li> <li>• Kalpakkam</li> </ul> |
|  | Manufacturing Industries | <p><b>I. Manufacturing Industries<br/>(Locating and labeling only)</b></p> <ul style="list-style-type: none"> <li>• Cotton textile Industries: a. Mumbai, b. Indore, c. Surat, d. Kanpur, e. Coimbatore</li> </ul>   |

|  |                               |   |
|--|-------------------------------|---|
|  |                               | <ul style="list-style-type: none"> <li>• Iron and Steel Plants: a. Durgapur, b. Bokaro, c. Jamshedpur, d. Bhilai, e. Vijayanagar, f. Salem</li> <li>• Software technology Parks: a. Noida, b. Gandhinagar, c. Mumbai, d. Pune, e. Hyderabad, f. Bengaluru, g. Chennai, h. Thiruvananthapuram</li> </ul>   |
|  | Lifelines of National Economy | <p><b>Locating and Labeling:</b></p> <p><b>a. Major Sea Ports</b></p> <ul style="list-style-type: none"> <li>• Kandla</li> <li>• Mumbai</li> <li>• Marmagao</li> <li>• New Mangalore</li> <li>• Kochi</li> <li>• Tuticorin</li> <li>• Chennai</li> <li>• Visakhapatnam</li> <li>• Paradip</li> <li>• Haldia</li> </ul> <p><b>b. International Airports</b></p> <ul style="list-style-type: none"> <li>• Amritsar (Raja Sansi-Sri Guru Ram Dasjee)</li> <li>• Delhi (Indira Gandhi)</li> <li>• Mumbai (Chhatrapati Shivaji)</li> <li>• Chennai (Meenam Bakkam)</li> <li>• Kolkata (Netaji Subhash Chandra Bose)</li> <li>• Hyderabad (Rajiv Gandhi)</li> </ul> |

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

**CLASS X**  
**QUESTION PAPER DESIGN**  
**Subject Wise Weightage**

| Subject           | Syllabus   | Marks (80) | Percentage |
|-------------------|--|------------|------------|
| History           | <ul style="list-style-type: none"> <li>• The Rise of Nationalism in Europe.</li> <li>• Nationalism in India:</li> <li>• The Making of a Global World Sub topics1 to 1.3</li> <li>• Print Culture and the Modern World</li> <li>• Map pointing</li> </ul>   | 18+2       | 25%        |
| Political Science | <ul style="list-style-type: none"> <li>• Power – sharing</li> <li>• Federalism</li> <li>• Gender, Religion and Caste</li> <li>• Political Parties</li> <li>• Outcomes of Democracy</li> </ul>  | 20         | 25%        |
| Geography         | <ul style="list-style-type: none"> <li>• Resources and Development</li> <li>• Forest and Wildlife Resources</li> <li>• Water Resources</li> <li>• Agriculture</li> <li>• Mineral&amp; Energy resources</li> <li>• Manufacturing industries.</li> <li>• Lifelines of National Economy (map pointing)</li> <li>• Map pointing</li> </ul>                 | 17+3       | 25%        |
| Economics         | <ul style="list-style-type: none"> <li>• Development</li> <li>• Sectors of the Indian Economy</li> <li>• Money and Credit</li> <li>• Globalization and The Indian Economy</li> <li>Sub topics:               <ul style="list-style-type: none"> <li>▪ What is Globalization?</li> <li>▪ Factors that have enabled Globalisation</li> </ul> </li> </ul> | 20         | 25%        |

### Weightage to Type of Questions

| Type of Questions  | Marks (80) | Percentage |
|--|------------|------------|
| <b>1 Mark MCQs (20x1)</b><br>(Inclusive Of Assertion, Reason, Differentiation & Stem)  | 20         | 25%        |
| <b>2 Marks Narrative Questions (4x2)</b><br>(Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)  | 8          | 10%        |
| <b>3 Marks Narrative Questions (5x3)</b><br>(Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)  | 15         | 18.75%     |
| <b>4 MARKS Case Study Questions (3x4)</b><br>(Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create) | 12         | 15%        |
| <b>5 Mark Narrative Questions (4x5)</b><br>(Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)   | 20         | 25%        |
| <b>Map Pointing</b>  | 5          | 6.25%      |

### Weightage to Competency Levels

| Sr. No.      | Competencies  | Marks (80) | Percentage  |
|--------------|---|------------|-------------|
| 1            | Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas.  | 24         | 30%         |
| 2            | Applying: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.  | 11         | 13.25%      |
| 3            | Formulating, Analysing, Evaluating and Creating:<br><br>Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria;<br><br>Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions. | 40         | 50%         |
| 4            | Map Skill   | 5          | 6.25%       |
| <b>Total</b> |   | <b>80</b>  | <b>100%</b> |



**CLASS X**

**GUIDELINES FOR INTERNAL ASSESSMENT: 20 MARKS**

| Type of Assessment          | Description  | Marks Allocated |
|-----------------------------|--|-----------------|
| Periodic Assessment         | Pen Paper Test.  | 5               |
| Multiple Assessment         | Quiz, debate, role play, viva, group discussion, visual expression, interactive bulletin boards, gallery walks, exit cards, concept maps, peer assessment, Self-assessment etc. through Inter disciplinary project                         | 5               |
| Subject Enrichment Activity | Project Work on Consumer Rights OR Social Issues<br>OR Sustainable Development   | 5               |
| Portfolio                   | Classwork, Work done (activities/ assignments) reflections, narrations, journals, etc. Achievements of the student in the subject throughout the year<br><br>Participation of the student in different activities like heritage India quiz | 5               |

**CLASS X**  
**PRESCRIBED TEXT BOOKS**

| <b>S.No.</b> | <b>Subject</b>      | <b>Name of the Book</b>                   | <b>Publisher</b> |
|--------------|---------------------|---|------------------|
| 1            | History             | India and the Contemporary World-II       | NCERT            |
| 2            | Political Science   | Democratic Politics-II                    | NCERT            |
| 3            | Geography           | Contemporary India-II                     | NCERT            |
| 4            | Economics           | Understanding Economic Development        | NCERT            |
| 5            | Disaster Management | Together, towards a safer India- Part III | CBSE             |

**Note: Please procure latest reprinted edition (2024-05) of prescribed NCERT textbooks.**

## ANNEXURE I

### Project Work: Class IX

| Project work   | 10 periods  |
|--|---|
| <p>Every student must undertake one project on Disaster Management</p> <p><b>Objectives:</b> The main objectives of giving project work on Disaster Management to the students are to:</p> <ul style="list-style-type: none"><li>● To create awareness in them about different disasters, their consequences and management</li><li>● To prepare them in advance to face such situations</li><li>● To ensure their participation in disaster risk reduction plans</li><li>● To enable them to create awareness and preparedness among the community.</li><li>● The project work helps in enhancing the Life Skills of the students.</li><li>● Various forms of art must be integrated in the project work.</li></ul> | <p>The students will develop the following competencies:</p> <ul style="list-style-type: none"><li>● Collaboration</li><li>● Use analytical skills.</li><li>● Evaluate the situations during disasters.</li><li>● Synthesize the information.</li><li>● Find creative solutions.</li><li>● Strategies the order of solutions.</li><li>● Use right communication skills.</li></ul> |

### Guidelines:

To realize the expected objectives, it would be required of the principals / teachers to muster support from various local authorities and organizations like the Disaster Management Authorities, Relief, Rehabilitation and the Disaster Management Departments of the States, Office of the District Magistrate/ Deputy Commissioners, Fire Service, Police, Civil Defence etc. in the area where the schools are located.

The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.

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

| S.no | Aspects  | Marks |
|------|--|-------|
| a    | Content accuracy, originality and collaborative skills | 2     |
| b    | Competencies exhibited and Presentation                | 2     |
| c    | Viva   | 1     |

- All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
- A Summary Report should be prepared highlighting:
  - objectives realized through individual work and group interactions.
  - calendar of activities.
  - innovative ideas generated in the process.
  - 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 can be handwritten or digital.
- The Project Work needs to enhance cognitive, affective and psychomotor skills of the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, art integrated activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020)
- The Project work can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and whichever is suitable to Visually Impaired Candidates.)
- The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

## ANNEXURE II

### Interdisciplinary Project: Class-IX

| Subject and Chapter No | Name of the Chapter            | Suggested Teaching Learning Process  | Learning Outcomes with Specific Competencies  | Time Schedule For Completion  |
|------------------------|--------------------------------|--|---|---|
| History<br>Chapter IV  | Forest Society and Colonialism | <p>Interdisciplinary project<br/>Teachers can make use of the pedagogies in facilitating the students in completion of Inter Disciplinary Project</p> <p>Constructivism<br/>Inquiry based learning<br/>Cooperative learning<br/>Research based learning.<br/>Experiential learning.<br/>Art integration</p> <p><b>Multiple Assessment:</b><br/>Ex. Surveys / Interviews / Research work/<br/>Observation/ Story based Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /group discussion, /visual expression/ interactive bulletin boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self-</p> | <p>Compare the forest situations prevailed at pre- colonial, colonial and post- colonial era.</p> <p>Evaluate the growth &amp; role of commercial forestry in different types of Vegetation.</p> <p>Analyse the reasons for rebellions at forest areas of south East-Asia with specification to JAVA.</p> <p>To defend the role of government and the local communities in protecting the forest cover.</p> | <p>The schools to do IDP between the months of April and September at the School under the guidance of teacher. (Carryover of project to home must be strictly avoided)</p> |

|                     |                                 |   |  |  |
|---------------------|---------------------------------|---|--|--|
|                     |                                 | assessment/integration of technology etc. |  |  |
| Geography Chapter 5 | Natural Vegetation and Wildlife |   | To devise ways to protect the forest vegetation and wildlife in India. |  |

### Guidelines for Inter Disciplinary Project:

- It involves combining 2 or more disciplines into one activity-more coherent and integrated. The generally recognized disciplines are economics, History, Geography, Political Science, A sample plan has been enclosed. Kindly access the link given below-

[https://docs.google.com/document/d/1668TKkRt80r4-kbjJ\\_Y7zg4mF3Vq1Y9k/edit](https://docs.google.com/document/d/1668TKkRt80r4-kbjJ_Y7zg4mF3Vq1Y9k/edit).

### Plan of the project:

A suggestive 10 days' plan given below which you may follow, or you can create on your own, based on the templates provided below.

### Process:

- Initial collaboration among students to arrange their roles, areas of integration, area of investigation and analysis, roles of students.

|   |
|---|
| Team leader: Main collaborator  |
| Team members:   |
| Note: Teacher to allocate the roles as per the abilities of the students. |

- Final submission based on course deliverables as given in the template below the 10-day plan.
- Assessment Plan: to be done by the teacher clearly mentioning the Rubrics.
- Report, poster and video acknowledgements: reflections & expression of gratitude as given in the template given below

**Day 1-2: "Colonialism and Forest Society"**

Discuss the impact of colonialism on forest societies and explore the concept of forest as a resource in colonialism.

Group project: Research and present a PPT on the colonial forest policy and its impact on forest societies.

**Day 3-4: "Rebellion in the Forest"**

Analyse the causes and effects of forest-based rebellions in history

Watch the following film Group discuss about forest tribes of your state and the exploitations they face. Refer Annexure VI for Rubrics.

[https://www.youtube.com/watch?v=N6SR0REa\\_YA](https://www.youtube.com/watch?v=N6SR0REa_YA)

**Day 5-6: Forest Transformations in Java, Tropical Evergreen Forests**

Examine the impact of human activity on forests in Java.

Explore how changes in land use, agriculture, and industry have impacted the forests. Students can research the history of forest transformations in Java and their impact on the environment.

Study the transformation of forests in Java, from pre-colonial to post-colonial times.

Compare and contrast the conversion of forest into agricultural land and the need.

Through group discussions find solutions. Present an art integrated project.

Discuss the characteristics of tropical evergreen forests, including their climate, soil, and flora/fauna. Students can research specific examples of tropical evergreen forests and the challenges they face, such as deforestation and climate change.

Group project: watch the video through the link <https://www.youtube.com/watch?v=MI0xvHsBigI>

Analyse and present the impact of forest transformations on society, economy and environment in Java. Compare and contrast it with India.

Present a PPT of your learnings. Refer Annexure VI for rubrics

**Day 7-8:** Discuss how colonialism has affected the forest's biodiversity and the survival of indigenous communities living in and around the forest

**Group activity:** Divide the group into smaller teams and assign them tasks related to identifying the impact of colonialism on different types of forests. For example, one team can research the impact of colonialism on forest fires, while another team can research the impact of colonialism on the survival of indigenous plants and animals. Make the students use cartoon strips to present their findings.

**Day 9-10:** Make the students to compile all the findings of 8 days' work and present in PPT and through the template given in Annexure V.

### ANNEXURE III

| <b>Class X - Project Work</b>  | <b>10 periods</b>   | <b>5 marks</b> |
|--|---|----------------|
| <p>Every student must undertake one project on ...<br/><b>Consumer Awareness OR Social Issues OR Sustainable Development</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>• The overall objective of the project work is to help students gain an insight and pragmatic understanding of the theme and see all the Social Science disciplines from an interdisciplinary perspective.</li><li>• It should also help in enhancing the Life Skills of the students.</li><li>• Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report</li><li>• If required, students may go out for collecting data and use different primary and secondary resources to prepare the project.</li><li>• If possible, various forms of art may be integrated in the project work.</li></ul> | <p>The students will develop the following competencies:</p> <ul style="list-style-type: none"><li>• Collaboration</li><li>• Use analytical skills.</li><li>• Evaluate the situations during disasters.</li><li>• Synthesize the information.</li><li>• Find creative solutions.</li><li>• Strategies the order of solutions</li><li>• Use right communication skills</li></ul> |                |

#### Guidelines:

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

| <b>S.no</b> | <b>Rubrics</b>   | <b>Marks</b> |
|-------------|--|--------------|
| a           | Content accuracy, originality and collaborative skills | 2            |
| b           | Competencies exhibited and Presentation                | 2            |
| c           | Viva   | 1            |



1. The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.
2. All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
3. A Summary Report should be prepared highlighting:
  - objectives realized through individual work and group interactions;
  - calendar of activities;
  - innovative ideas generated in the process
  - list of questions asked in viva voce.
4. 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.
5. The Project Report can be handwritten or digital.
6. The Project Work needs to enhance cognitive, affective and psychomotor skills of the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, art integrated activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020)
7. Must be done at school only as specific periods are allocated for project work.
8. The Project work can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and whichever is suitable to Visually Impaired Candidates.
9. Records pertaining to projects (internal 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. Sub judice cases, if any or those involving RTI / Grievances may however be retained beyond three months.

## ANNEXURE IV

### Interdisciplinary Project: Class X

| Subject and Chapter No | Name of the Chapter                  | Suggested Teaching Learning Process  | Learning Outcomes with Specific Competencies  | Time Schedule For Completion   |
|------------------------|--------------------------------------|--|---|--|
| History<br>Chapter III | Making of a Global World             | The teachers may use the following pedagogies in facilitating the students in completion of Interdisciplinary Project.<br>1) Constructivism<br>2) Inquiry based learning<br>3) Cooperative learning<br>4) Learning station<br>5) Collaborative learning<br>6) Videos/ Visuals/ documentaries/ movie clippings<br>7) Carousel technique<br>8) Art integrated learning<br>9) Group Discussions<br>Multiple Assessment:<br>Ex. Surveys/ Interviews/ Research work/ Observation/ Story based | <ul style="list-style-type: none"> <li>➤ Analyse the implication of globalization for local economies.</li> <li>➤ Discuss how globalization is experienced differently by different social groups. Enumerates how the transportation works as a lifeline of economy.</li> <li>➤ Analyse and infer the impact of roadways and railways on the national economy.</li> <li>➤ Analyses and infers the challenges faced by the roadways and railway sector in India</li> </ul> | The schools to do IDP between the months of April and September at the School under the guidance of teacher. (Carryover of project to home must be strictly avoided) |
| Geography<br>Chapter 7 | Lifelines of National Economy        |  |   |  |
| Economics<br>Chapter 4 | Globalization and the Indian Economy | Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /group discussion, /visual expression/ interactive bulletin boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self-assessment/integration of technology etc.  | <ul style="list-style-type: none"> <li>➤ Integrate various dimensions of globalisation in terms of cultural / political/ social /economical aspects)</li> <li>➤ Appraise the evolution of Globalisation and the global trends</li> <li>➤ Investigate the factors that facilitated the growth on MNC 's</li> </ul>   |  |

**Guidelines:**

- It involves combining 2 or more disciplines into one activity-more coherent and integrated. The generally recognized disciplines are economics, History, Geography, Political Science, a sample plan has been enclosed) Kindly access the link given below
- Methodology (A sample interdisciplinary project plan Link has been provided to get an insight about IDP.
- Topic: The Making of a Global World, Globalisation and Life lines of Economy

<https://docs.google.com/document/d/1dlwwFeaSrExJHMTkzcEuoq3ehh-7FtHM/edit>

**Plan of the project:**

A suggestive 10 days' plan given below which you may follow or you can create on your own, based on the templates provided below

**Process:**

Initial collaboration among students to arrange their roles, areas of integration, area of investigation and analysis, roles of students

## Class X: 10-day Suggestive plan for Interdisciplinary Project

### Day 1: Introduction to the Interdisciplinary Project and Setting the Context:

Brief overview of the project and its objectives to be given by the teachers.

History teacher to Introduce the historical context of the World War II and its aftermath through inquiry method.

Make the students to Group discuss the impact of World War II on the global economy. Teacher to refer annexure III for rubrics)

### Day 2: The Great Depression:

Students to watch a video from the link, <https://www.youtube.com/watch?v=62DxELjuRec> and

<https://www.youtube.com/watch?v=gqx2E5qIV9s>

and discuss the causes and consequences of the Great Depression and the role of mass production and consumption in the Great Depression. Present a group PPT /report on consequences of the Great Depression on the global economy.

### Day 3: India and the Great Depression:

Students to collect material related to India's economic condition during the Great Depression and relate it to the present economic condition of India and US. Students may collect information through a visit to the library.

As a group activity they need to present a collage of their findings. (Refer Annexure VI for Rubrics)

### Day 4: Rebuilding the World Economy and Interlinking Production across countries

- Teachers to use Jigsaw method to make the students to sit in groups and to give each group a part of the handout with information about process taken to rebuild economy and how the production across countries got interlinked. Make the groups to compile the information by moving from group to group.
- Make them discuss the post-war recovery efforts and their impact on the global economy
- Study the role of the Bretton Woods Institutions in rebuilding the world economy and present their learnings through Art Integrated Project. Refer Annexure VI for rubrics.

### Day 5: The Early Post-War Years: The role of roadways, railways, waterways and airways in building the national economy

- The teacher distributes the Handout 1 given below to the groups and asks them to find answers to the questions posed at the end of Hand out and present it in groups using Café conversations mode. Refer Annexure III for rubrics.
- Study the challenges faced by the world in the early post-war years
- Discuss the efforts made towards decolonization and independence of nations

#### **Day 6: Post war settlement and Bretton Woods institutions**

- Make the students read the material given in [https://en.wikipedia.org/wiki/Bretton\\_Woods\\_system](https://en.wikipedia.org/wiki/Bretton_Woods_system) and debate the impact of Bretton Woods institutions in the post war economy. Refer Annexure VI for Rubrics.

#### **Day 7: Decolonization and Independence - The Role of World Trade Organization:**

- The students will read the handout 2 given below and present a role play of the support rendered by the World Trade Organisation in building new nations. Refer Annexure VI for rubrics
- Introduction to the World Trade Organization
- Study the role of the WTO in promoting fair trade practices

#### **Day 8: End of Bretton Woods and the Beginning of Globalization:**

- The students will read material given in the link <https://www.imf.org/external/about/histend.htm#:~:text=End%20of%20Bretton%20Woods%20system,-The%20system%20dissolved&text=In%20August%201971%2C%20U.S.%20President,the%20breakdown%20of%20the%20system>.
- Organise an interview with a financial expert/economist/ lecturer/professor. Based on the information they gathered, the students can submit a report on the findings.
- Discuss the reasons for the end of the Bretton Woods system

#### **Day 9: Impact of Globalization in India and role of waterways and airways**

<https://www.jagranjosh.com/general-knowledge/new-economic-policy-of-1991-objectives-features-and-impacts-1448348633-1>

- The students will read the material given in the above link, and design a report on what would have happened to India if this stand wasn't taken and present it as a radio talk show. They will link the role of waterways and airways in the achievement of India in globalisation.
- Study the impact of globalization on the Indian economy
- Discuss the challenges faced by India in the process of globalization

#### **Day 10. Final presentation**

- Conclude the interdisciplinary project and summarize the key takeaways.

## Handout 1 for Day 4 of Inter Disciplinary Project of Class X

### Handout Title: The Role of Waterways and Airways in Post-World War II- World and India

**Introduction:** After the end of World War II, the world faced significant economic, social, and political changes. The role of waterways and airways in shaping the post-war world and India is crucial to understand. In this handout, we will discuss the impact of waterways and airways on the global economy and how it helped India in its development.

**Waterways:** In the post-World War II era, waterways played a crucial role in the movement of goods and people. The improvement of ports and waterways allowed for more efficient transportation of goods and helped to spur economic growth.

The increased demand for goods and services, combined with the development of shipping technologies, allowed for the expansion of international trade. This helped to boost the world economy and allowed for the growth of industries in many countries, including India.

In India, the development of waterways and ports helped to improve the country's economy. The country's long coastline and several rivers made it an ideal location for the transportation of goods. The growth of ports and waterways in India allowed for the movement of goods from one part of the country to another, helping to spur economic growth and development.

**Airways:** After World War II, the development of air transportation revolutionized the world's economy. The expansion of air travel allowed for faster and more efficient transportation of goods and people, which helped to boost the world economy.

In India, the growth of airways helped to connect different parts of the country and made it easier for people and goods to move from one place to another. This helped to spur economic growth and development in India.

The growth of air transportation in India also allowed for the expansion of international trade. Indian businesses could now easily access foreign markets, which helped to boost the country's economy.

**Conclusion:**

The role of waterways and airways in the post-World War II world and India was crucial in shaping the economic and social landscape of these countries. The development of these transportation modes helped to spur economic growth and allowed for the expansion of international trade. Understanding the impact of waterways and airways on the world and India is crucial in understanding the economic and social changes that took place after World War II.

#### Questions:

1. **Mention the role of major ports in imports and exports.**
2. **Emergence of Deccan airways changed the entire functionalities of domestic airways> Substantiate the statement**
3. **The waterways and airways contribute to the economic growth of India. Substantiate your answer.**

## Handout 2 for day 7 of Inter Disciplinary Project of Class X

Handout Title: The Role of the World Trade Organization (WTO) in Building New Nations Post-Colonialization

Introduction: After the end of colonialism, many countries faced significant economic and political challenges as they worked to establish themselves as independent nations. The World Trade Organization (WTO) played a crucial role in helping these countries to rebuild their economies and participate in the global economy. In this handout, we will discuss the role of the WTO in building new nations post-colonialization.

What is the WTO?

The WTO is an international organization that was established in 1995 to promote international trade and help countries participate in the global economy.

The WTO provides a forum for countries to negotiate and enforce international trade agreements, and helps to ensure that trade is conducted in a fair and predictable manner. The organization also provides technical assistance and advice to help countries improve their trade policies and participate in the global economy.

How has the WTO helped new nations post-colonialization?

After colonial rule ended, many countries faced significant economic challenges as they worked to establish themselves as independent nations. The WTO helped these countries to participate in the global economy by providing a forum for trade negotiations and by helping to enforce international trade agreements.

The WTO also provided technical assistance and advice to help these countries improve their trade policies and participate in the global economy. This helped to spur economic growth and development in these countries, and allowed them to become more integrated into the global economy.

By participating in the global economy, new nations post-colonialization were able to expand their markets, attract foreign investment, and improve their economic performance. The WTO played a crucial role in helping these countries to build their economies and establish themselves as stable, independent nations.

Conclusion:

The WTO played a crucial role in building new nations post-colonialization by helping these countries to participate in the global economy. The organization's trade negotiations, enforcement of international trade agreements, and technical assistance helped to spur economic growth and development in these countries. Understanding the role of the WTO in building new nations post-colonialization is important in understanding the economic and political changes that took place after the end of colonial rule.

## ANNEXURE V

### Presentation Template by the students - Class IX & X

|   |                 |
|---|-----------------|
| <b>Name of the Student:</b>   |                 |
| <b>Members of Team:</b>   |                 |
| <b>Class :</b>  | <b>Section:</b> |
| <b>Date of Submission:</b>  |                 |
| <b>Topics of IDP:</b>   |                 |
| <b>Title of the Project:</b>  |                 |
| <b>Objectives:</b>  |                 |
| <b>Multiple Assessment:</b><br>Ex. Surveys / Interviews / Research work/ Observation/ Story based Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /group discussion, /visual expression/ interactive bulletin boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self-assessment/integration of technology etc. |                 |
| <b>Evidences: Photos, Excerpts from Interviews, observations, Videos, Research References, etc.</b>   |                 |
| <b>Overall presentation: Link of PPT, shared documents, can be digital/handwritten, as per the convenience of the school.</b>   |                 |
| <b>Acknowledgement:</b>   |                 |
| <b>References (websites, books, newspaper etc)</b>  |                 |
| <b>Reflections:</b>   |                 |



## ANNEXURE VI

### Rubrics for IDP

| Rubrics   | Marks allocated |
|---|-----------------|
| Research Work   | 1               |
| Collaboration & Communication   | 1               |
| Presentation & Content relevance  | 1               |
| Competencies <ul style="list-style-type: none"><li>• Creativity</li><li>• Analytical skills</li><li>• Evaluation</li><li>• Synthesizing</li></ul> | 2               |
| <b>Total</b>  | <b>5</b>        |