

SESSION: 2024-25
ANNUAL COURSE STRUCTURE
CLASS X
Subject: SOCIAL SCIENCE (SUB Code: 087)

No.	Book	Marks
I	India and the Contemporary World – II	20
II	Contemporary India – II	20
III	Democratic Politics – II	20
IV	Understanding Economic Development	20
Total		80
Internal Assessment		20
Grand Total		100

TERM WISE SYLLABUS

Book	Chapter No and Name	Curricular Goals	Competency	Learning Outcome	Suggestive Pedagogical Process
India and the Contemporary World – II	1. The Rise of Nationalism in Europe	CG-2 Analyses important phases in world history and draws insight to understand the present - day world. CG-3 Understands the idea of a nation and the emergence of the modern Indian Nation	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. C-2.5 Recognizes 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	<ul style="list-style-type: none"> ➤ Infer how the French Revolution had an impact on the European countries in the making of nation state. ➤ Comprehend the nature of the diverse social movements of the time. ➤ Analyse and infer the evolution of the idea of nationalism which led to the formation of nation states in Europe and elsewhere. ➤ Evaluate the reasons which led to the First World War. 	<ul style="list-style-type: none"> ➤ Presentation and discussion on the French Revolution after watching animations/films/reading stories or novels related to French revolution. ➤ Use of graphic organizers to explain unification of states to form one nation. ➤ Map activity familiarizing 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. ➤ World Café on

			democratic and other institutions), all of which have also impacted the course of world history and have left unhealed wounds.		changes after 1815 in Europe. ➤ Role play on the social revolutions of Europe
India and the Contemporary World – II	2. Nationalism in India	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"> ➤ Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging. ➤ Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the movements organised by him. ➤ Summarize the effects of the First World War that triggered the two defining movements (Khilafat & Non Cooperation Movement) in India 	<ul style="list-style-type: none"> ➤ Sequence chart/story Board/ Story telling pedagogy to Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging ➤ Students will examine textual content and other references and Present through PPT. ➤ Viewing the relevant Snippets from the movies/ video clippings depicting various events involving Gandhiji and other leaders and present findings
India and the Contemporary World – II	4. The Age of Industrialisation Note: The chapter is to be assessed in the periodic/ Mid Term assessment only	CG-2 Analyses the important phases in world history and draws insights to understand the present-day world	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	<ul style="list-style-type: none"> ➤ Watch relevant Videos/ Visuals/ documentaries/ the movie clippings on features of Pre & Post economic, political, social features of Pre and Post Industrialization . 	<ul style="list-style-type: none"> ➤ Enumerate economic, political, social features of Pre and Post Industrialization. ➤ Analyse and infer how the industrialization impacted colonies with specific focus on India

			course of world history		
Democratic Politics – II	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"> ➤ Enumerate the need for power sharing in democracy. ➤ Analyse the Challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing. ➤ Compare and contrast the power sharing of India with Sri Lanka and Belgium. ➤ Summarize the purpose of power sharing in preserving the unity and stability of a country 	<ul style="list-style-type: none"> ➤ Read relevant Newspaper articles/ clippings on Power sharing and present the findings in the form of flow chart. ➤ Discuss various forms of power-sharing. ➤ Classroom discussion on challenges faced by Belgium & Sri Lanka in ensuring effective power sharing. ➤ Socratic discussion on Power Sharing Techniques used by India, Sri Lanka and Belgium.
Democratic Politics – II	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"> ➤ Infer and appreciate how federalism is being practiced in India. ➤ Analyse and infer how the policies and politics that has strengthens federalism in practice. 	<ul style="list-style-type: none"> ➤ Group discussion on the distribution of powers between Union and state Government and present the outcomes through presentations. ➤ Debate on policies and politics that strengthens Federalism in practice and present through mind map
Democratic Politics – II	3. Gender, Religion and Caste	CG-6 Understands and analyses social, cultural, and political life in India over time – as well as the underlying	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	<ul style="list-style-type: none"> ➤ Examines the role and differences of Gender, religion and Caste in practicing Democracy in India. ➤ Analyses the 	<ul style="list-style-type: none"> ➤ Skit/ street play to enumerate how the differences in gender, religion and caste impact the practicing healthy or otherwise in a Democracy.

		historical Indian ethos and philosophy of unity in diversity – and recognizes challenges faced in these areas in the past and present and the efforts (being) made to address them	to internal as well as outside forces such as (colonization), 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.	different expressions based on these. ➤ differences are healthy or otherwise in a democracy	➤ Graphic method to analyse and infer how different expressions based on differences in Gender, Religion and Caste are healthy or unhealthy in a democracy
Contemporary India - II	1. Resources and Development	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 that resulted in practices of nature conservation	<ul style="list-style-type: none"> ➤ Enumerates how the resources are interdependent, justify how planning is essential in judicious utilization of resources and the need to develop them in India. ➤ Infers the rationale for development of resources. ➤ 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. ➤ suggest remedial measures for optimal utilization of underutilized resources 	<ul style="list-style-type: none"> ➤ 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. ➤ Use of maps, charts, and other tools to identify patterns and trends of land utilization. ➤ Case study and debate on the topic “Is the development acting as an adversary for conservation”. ➤ Present a report in the form of PPT.
Contemporary India - II	2. Forest and Wildlife Resources	CG-4 Develops an understanding of the inter-relationship between human beings and their	C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures	➤ Examine the importance of conserving forests and wildlife and their interdependency in maintaining the ecology for	➤ Read newspaper articles/ watch videos on deforestation and need for conservation and through world café strategy

		physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	for their conservation	the sustainable development of India. ➤ Analyse the role of grazing and wood cutting in the development and degradation summarizes the reasons for conservation of biodiversity in India under sustainable development.	present your findings. ➤ Discuss how developmental works, grazing wood cutting have impacted on the survival forests ➤ Use art integration strategy to summarize and present the reasons for conservation of biodiversity in India under sustainable development.
Contemporary India - II	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.	➤ Examine the reasons for conservation of water resource in India. ➤ Analyse and infer how the Multi-purpose projects are supporting the requirement of water in India.	➤ Brainstorming session to discuss the scarcity of water and present through graphic organizers. ➤ Prepare a PPT to Summarize the roles of Multipurpose projects in supporting the water requirement of India
Understanding Economic Development	1 Development	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. 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.	➤ Enumerate and examine the different processes involved in setting developmental Goals that helps in nation building. ➤ Analyse and infer how the per capita income depicts the economic condition of the nation. ➤ Evaluate the development	➤ Hot seat strategy to enumerate different developmental Goals that helps in nation building Case study to analyse and infer how the per capita income depicts the economic condition of the nation. ➤ Graphic organizer to compare the T relation between HDI (Human

			<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>	<p>goals that have been set for the nation by the Planning commission of India</p> <ul style="list-style-type: none"> ➤ -with specific reference to their efficacy, implemental strategies, relevance to current requirements of the nation. ➤ Compare and contrast the per capita income of some countries and infer reasons for the variance. ➤ Analyses the multiple perspectives on the need of development. 	<p>Development Index) and PCI (Per Capita National Income)</p> <ul style="list-style-type: none"> ➤ Declamation to analyze the multiple perspectives on the need of development. ➤ Debate on 'Health and Education are the true indicators of development.'
<p>Understanding Economic Development</p>	<p>2 Sectors of the Indian Economy</p>	<p>CG-7 Develops an understanding of the economy of a nation, with specific reference to India</p>	<p>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) 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</p>	<ul style="list-style-type: none"> ➤ Analyses and infer how the economic activities in different sectors contribute to the overall growth and development of the Indian economy. ➤ Propose solutions to identified problems in different sectors based on their understanding. ➤ Summarize how the organised and unorganised sectors are providing employment and the challenges faced by them. ➤ Enumerates the role of unorganised sector in impacting PCI (Per Capita 	<ul style="list-style-type: none"> ➤ Data analysis of various sectors and their contribution (GDP and NDP (Net Domestic Product)). ➤ Research based strategy to propose solutions to identified problems in different sectors based on their understanding. ➤ Read Newspaper articles and group discuss to Summarize how the organised and unorganised sectors are providing employment and the challenges faced by them. ➤ Role plays of case studies explaining

			small, medium, and large-scale production centers (industries), and recognizes the special importance of the so-called 'unorganised' sector in Indian economy and its connections with the self-organizing features of Indian society.	Income) currently and proposes suggestive steps to reduce the unorganised sector for more productive contributions to GDP. ➤ Enumerates and infer the essential role of the Public and Private sectors	underemployment/disguised unemployment. ➤ Class conversation/group discussion on how to create more employment.
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- ❖ **Note: Above mentioned Syllabus is to be completed by 13th September 2024.**
❖ **Revision of syllabus for Mid Term Examination.**

Mid Term Examination 2024

Book	Chapter No and Name	Curricular Goals	Competency	Learning Outcome	Suggestive Pedagogical Process
India and the Contemporary World – II	3. The Making of a Global World Subtopic 1 The pre modern world Subtopic 2 19 th century 1815 -1914 Subtopic 3 The inter-war economy Subtopic 4 Rebuilding of world economy: the post war era. Inter disciplinary Project with chapter	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 economic and political transformations) 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 changes from time to time.	➤ Summarize the changes that transformed the world in terms of economy, political, cultural and technological areas. ➤ Depict the global interconnectedness from the Premodern to the present day. ➤ Enumerate the destructive impact of colonialism on the livelihoods of colonized people.	➤ 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, cultural and technological aspects.) ➤ Art integration and gallery walk to depict the interconnectedness. ➤ Students examine the photographic display/ new paper cutting that depict the destructive impact of colonialism on

	7 of Geography: Lifelines of National Economy and chapter 4 of Economics: Globalization and the Indian Economy		Refer Annexure IV	Refer Annexure IV	the livelihoods of colonized people and present their understandings in the form of Newsletter/ cartoon strips/ Inter Disciplinary Project
India and the Contemporary World – II	5 Print culture and the Modern World	CG-2 Analyses the important phases in world history and draws insights to understand the Present-day world. 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"> ➤ Enumerate the development of Print from its beginnings in East Asia to its expansion in Europe and India. ➤ Comment on the statement that the print revolution was not just a way of producing book but profound transformation of people. ➤ Compare and contrast the old tradition of handwritten manuscripts versus the print technology. ➤ Summaries the role of Print revolution and its impact 	<ul style="list-style-type: none"> ➤ Flow chart to depict the development of Print. ➤ Declamation on the profound transformation of people due to the print revolution. ➤ Use of Venn diagram to compare the advantages of handwritten books and the printed books ➤ Interpret and infer from pictures, cartoons, extracts from propaganda literature on important events and issues with focus on print culture.
Democratic Politics – II	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"> ➤ Understand the process of parties getting elected. ➤ Know the significance of right to vote and exercise the duties as citizen of nation. ➤ Examine the role, purpose and no. of Political 	<ul style="list-style-type: none"> ➤ Mock election to learn the process. ➤ Role play and create awareness of fundamental duties. ➤ Use flow chart to bring out the role, purpose and no. of Political Parties. ➤ Read newspapers, watches video clippings to

				<p>Parties in Democracy.</p> <ul style="list-style-type: none"> ➤ Justifies the contributions /non contributions made by national and regional political parties in successful functioning of Indian democracy. 	<p>justify the contributions /non contributions made by national and regional political parties in successful functioning of Indian democracy.</p>
Democratic Politics – II	5. Outcomes of Democracy	<p>CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government</p>	<p>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.</p>	<ul style="list-style-type: none"> ➤ Enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity. 	<ul style="list-style-type: none"> ➤ Graphic organizer to enumerate how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity.
Contemporary India – II	4. Agriculture	<p>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</p>	<p>C-4.3 Draws inter-linkages between various components of the physical environment, such as climate and relief, climate and vegetation, and wildlife</p>	<ul style="list-style-type: none"> ➤ Examine the crucial role played by agriculture in our economy and society. ➤ Analyses the challenges faced by the farming community in India. Identifies and summarizes various aspects of agriculture, including crop production, types of farming, modern ➤ Agricultural practices, and the impact of agriculture on the 	<ul style="list-style-type: none"> ➤ 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. ➤ Collect Newspaper and have a panel discussion on the challenges faced by the farming community in India ➤ Use of graphic organizers to distinguish the

				<p>environment.</p> <ul style="list-style-type: none"> ➤ Analyses the challenges faced by the farming community in India 	<p>traditional and modern farming methods</p>
<p>Contemporary India – II</p>	<p>5. Minerals and Energy Resources</p>	<p>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</p>	<p>C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation.</p>	<ul style="list-style-type: none"> ➤ Differentiates between the conventional and nonconventional sources of energy. ➤ Analyses the importance of minerals and natural resources for economic development of the country. ➤ Suggests strategies for sustainable use of natural resources 	<ul style="list-style-type: none"> ➤ Use graphic organizers to infer the resource distribution to real-world situations and lists the strategies for sustainable use of natural resources. ➤ Use of flow chart to Differentiate between the conventional and non-conventional sources of energy
<p>Contemporary India – II</p>	<p>6. Manufacturing Industries</p>	<p>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</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>	<ul style="list-style-type: none"> ➤ Enumerates the impact of manufacturing industries on the environment and develop strategies for sustainable ➤ Development of the manufacturing sector. ➤ Differentiates between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy. 	<ul style="list-style-type: none"> ➤ Use of flow chart to differentiate between various types of manufacturing industries based on their input materials, processes, and end products. ➤ Utilizes the textual information (data given through various maps/ graphs) to enumerate the impact of manufacturing industries on the environment and develop strategies for sustainable development of the manufacturing sector. ➤ Uses case studies

				➤ Analyses the relation between the availability of raw material and location of the industry	to infer the relation between availability of raw material and location of the industry.
Contemporary India – II	7. Life Lines of National Economy (Only the map work will be evaluated in Board Exam)		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
Understanding Economic Development	3 Money and Credit	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. Markets. 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 society.	➤ Enumerate how money plays as a medium exchange in all transactions of goods and services since ancient times to the present times. ➤ Analyse and infer various sources of Credit. ➤ Summarizes the significance and role of self-help groups in the betterment of the economic condition of rural people/ women.	➤ 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. ➤ Case based study to Analyse and infer various sources of Credit. ➤ 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.
Understanding Economic Development	4 Globalization and the Indian Economy Subtopics: What is Globalization?	CG-7 Develops an Understanding of the economy of a nation, with specific reference to India. CG-8 Evaluates the economic development of a	C-7.4 Traces the beginning and importance of large-scale trade and commerce (including e-commerce) between one country and another – the key	➤ Enumerate the concept of globalization and its definition, evolution, and impact on the global economy. ➤ Evaluate the	➤ Watch videos on globalisation followed by an interactive group discussion to enumerate the concept of globalization and its definition, evolution, and

<p>Factors that have enabled Globalisation.</p> <p>Inter disciplinary Project with chapter 3 of History: “The making of a Global World”.and chapter 7 of Geography: “Lifelines of National Economy”</p> <p>Subtopics:</p> <p>Production across the countries</p>	<p>country in terms of its impact on the lives of its people and nature</p>	<p>items of trade in the beginning, and the changes from time to time.</p> <p>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>key role of the key major drivers of globalization and their role in shaping the global economic landscape in various countries.</p> <p>➤ Comprehends the significance of role of G20 and its significance in the light of India's present role.</p>	<p>impact on the global economy.</p> <p>➤ Read Textual and other resources to analyse and infer the key drivers of globalization and their role in shaping the global economic landscape.</p> <p>➤ Discussions /Debates on the positive impact of Globalization on the lives of people.</p>
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Note:

- ❖ **Above mentioned Syllabus is to be completed by 13 December 2024.**
- ❖ **Revision of Syllabus for Annual Examination.**
- ❖ **Whole syllabus will be evaluated in Annual Examination.**

Annual Examination 2025

CLASS X

LIST OF MAP ITEMS

Subject	Name of the Chapter	List of Areas to be pointed on the Map
History	Nationalism in India	<p>I. Congress sessions:</p> <ul style="list-style-type: none"> • 1920 Calcutta • 1920 Nagpur. • 1927 Madras session, <p>II. Satyagraha movements:</p> <ul style="list-style-type: none"> • Kheda • Champaran. • Ahmedabad mill workers <p>III. Jallianwala Bagh</p> <p>IV. Dandi march</p>
Geography	Resources and Development	Identify: Major soil Types
	Water Resources	<p>Locating and Labelling:</p> <ul style="list-style-type: none"> • Salal • Bhakra Nangal • Tehri • Rana Pratap Sagar • Sardar Sarovar • Hirakud

		<ul style="list-style-type: none"> • Nagarjuna Sagar • Tungabhadra
	Agriculture	Identify: <ul style="list-style-type: none"> • Major areas of Rice and Wheat • Largest/ Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute
	Minerals and Energy Resources	Identify: <p>a. Iron Ore mines</p> <ul style="list-style-type: none"> • Mayurbhanj • Durg • Bailadila • Bellary • Kudremukh <p>b. Coal Mines</p> <ul style="list-style-type: none"> • Raniganj • Bokaro • Talcher • Neyveli <p>c. Oil Fields</p> <ul style="list-style-type: none"> • Digboi • Naharkatia • Mumbai High • Bassien • Kalol • Ankaleshwar <p>Locate& label: Power Plants</p> <p>a. Thermal</p> <ul style="list-style-type: none"> • Namrup • Singrauli • Ramagundam <p>b. Nuclear</p> <ul style="list-style-type: none"> • Narora • Kakrapara • Tarapur • Kalpakkam
	Manufacturing Industries	<p>I. Manufacturing Industries (Locating and Labelling Only)</p> <ul style="list-style-type: none"> • Cotton Textile Industries: a. Mumbai b. Indore c. Surat d. Kanpur e. Coimbatore • Iron and Steel Plants: a. Durgapur b. Bokaro c. Jamshedpur d. Bhilai e. Vijayanagar f. Salem • Software Technology Parks: a. Noida b. Gandhinagar c. Mumbai d. Pune e. Hyderabad f. Bengaluru g. Chennai. h. Thiruvananthapuram
	Lifelines of National Economy	<p>Locating and Labelling:</p> <p>a. Major sea ports</p> <ul style="list-style-type: none"> • Kandla • Mumbai • Marmagao • New Mangalore • Kochi • Tuticorin • Chennai • Vishakhapatnam

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|--|--|--|
| | | <ul style="list-style-type: none">• Paradip• Haldia |
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b. International Airports:

- Amritsar (Raja Sansi - Sri Guru Ram Dass jee)
- Delhi (Indira Gandhi)
- Mumbai (Chhatrapati Shivaji)
- Chennai (Meenam Bakkam)
- Kolkata (Netaji Subhash Chandra Bose)
- Hyderabad (Rajiv Gandhi)

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

Weightage to Type of Questions

Type of Questions	Marks (80)	Percentage
1 Mark MCQs (20x1) (Inclusive Of Assertion, Reason, Differentiation & Stem)	20	25%
2 Marks Narrative Questions (4x2) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	8	10%
3 Marks Narrative Questions (5x3) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	15	18.75%
4 MARKS Case Study Questions (3x4) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	12	15%
5 Mark Narrative Questions (4x5) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	20	25%
Map Pointing	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: 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; 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%
Total		80	100

Project work of class X

Every student has to compulsorily undertake **one project on**

Consumer Awareness
OR
Social Issues
OR
Sustainable Development

Objectives:

- 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 the interdisciplinary perspective.
- It should also help in enhancing the Life Skills of the students.
- Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report
- If required students may go out for collecting data and use different primary and secondary resources to prepare the project.
- If possible, various forms of art may be integrated in the project work.

The students will develop the following competencies:

- Collaboration
- Use analytical skills
- Evaluate the situations during disasters.
- Synthesize the information
- Find creative solutions
- Strategies the order of solutions
- Use right communication skills

Guidelines:

In order to realize the expected objectives completely, 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 distribution of marks over different rubrics relating to Project Work is as follows:

S. No.	Rubrics	Marks
a	Content accuracy, originality and Collaborative skills	2
b	Competencies exhibited and Presentation	2
c	Viva Voce	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.

Interdisciplinary Project of class X

Subject Name and Chapter No.	Name of the chapter	Suggested Teaching Learning Process	Learning outcome with specific competencies	Time Schedule for Completion
History Chapter III	Making of a Global world	<p>Project</p> <p>The teachers may use the following pedagogies in facilitating the students in completion of Interdisciplinary Project.</p> <ol style="list-style-type: none"> 1) Constructivism 2) Inquiry based learning 3) Cooperative learning 4) Learning station 5) Collaborative learning 6) Videos/Visuals/documentaries/ movie clippings 7) Carousel technique 8) Art integrated learning 9) Group Discussions 	<ul style="list-style-type: none"> • Analyse the implication of globalization for local economies. • Discuss how globalization is experienced differently by different social groups. • Integrate various dimensions of globalisation in terms of cultural / political/ social /economic aspects) • Appraise the evolution of Globalisation and the global trends 	The Schools to do IDP between the months of April and September at the School under the guidance of teacher. (Carry-over of project to home must be strictly avoided)
7 Geography	Lifelines of National Economy	<p>Multiple Assessment: Ex. Surveys / Interviews / Research work/ Observation/ Story based</p>		
4 Economics	Globalization and the Indian Economy	<p>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.</p>		

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/1668TKkRt80r4kbjJ_Y7zg4mF3Vq1Y9k/edit?usp=sharing&oid=118125194144302880481&rtpof=true&sd=true

Instructions:

- Objectives and Outcomes need to be picked from Rationale and Specific Objectives considering the local context.

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 in the handbook.

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.
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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 the 10-day plan

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>



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



and to discuss the causes and consequences of the Great Depression and the role of mass production and consumption in the Great Depression and 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 Indian economic conditions during the Great depression and relate it to the present economic condition of India and US through a visit to the library.

As a group activity they need to present a collage of their findings.(Refer Annexure III 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 III For rubrics.

Day 5: The Early Post-War Years: The role of Waterways and Airways

- 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



- debate the impact of Bretton woods institutions in the post war economy. Refer Annexure III for Rubrics.

Day 7: Decolonization and independence The Role

- 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 III 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:

<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. (Refer Annexure III for rubrics).
- Discuss the reasons for the end of the Bretton Woods system

Day 9: Impact of Globalization in India and role of Waterways and Airways in Globalisation of India.

<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 Both class IX&X

Name of the Student:
Members of Team:
Class10: Section:
Topics of IDP:
Title of the Project:
Objectives:
Process adopted: 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.
Evidences: Photos, Excerpts from Interviews, observations, Videos, Research References, etc.
Over all presentation: Link of PPT, shared documents, can be digital/handwritten, as per the convenience of the school.
Acknowledgement:
References;(websites, books, newspaper etc)
Reflections:

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">● Creativity● Analytical skills● Evaluation● Synthesizing	2
Total	5

Note: The Schools may give multiple sub rubrics and may bring it down to 5 marks for weightage.

Ex: Collaboration:- Teamwork/ Language fluency/ Contribution to the team/resilience etc

Research Work: - Investigation/ reading & comprehending/ compilation etc

Synthesizing:- Data collection/ Data Collation. etc