

Directorate of Education, GNCT of Delhi
SESSION: 2026-2027
ANNUAL COURSE STRUCTURE
CLASS X
Subject: SOCIAL SCIENCE (SUB Code: 087)

No.	Book	Marks
I	India and the Contemporary World – II	18+2(map pointing) =20
II	Contemporary India – II	17+3(map pointing) =20
III	Democratic Politics – II	20
IV	Understanding Economic Development	20
Total		80
Internal Assessment		20
Grand Total		100

Book	Chapter No and Name	Learning Outcome
India and the Contemporary World – II	Chapter 1: The Rise of Nationalism in Europe	The students- <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.
India and the Contemporary World – II	Chapter 2: Nationalism in India	The students- <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.
India and the Contemporary World – II	Chapter 4: The Age of Industrialisation (Note: The chapter is to be assessed in the Periodic/ Mid Term Assessment only)	The students- <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.

Democratic Politics – II	Chapter 1: Power - sharing	The students- <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.
Democratic Politics – II	Chapter 2: Federalism	The students- <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.
Democratic Politics – II	Chapter 3: Gender, Religion and Caste	The students- <ul style="list-style-type: none"> ➤ Examine the role and differences of Gender, religion and Caste in practicing Democracy in India. ➤ Analyses the different expressions based on these differences are healthy or otherwise in a democracy
Conte-mpora-ry India - II	Chapter 1: Resources and Development	The students- <ul style="list-style-type: none"> ➤ Enumerate how the resources are interdependent, justify how planning is essential in judicious utilization of resources and the need to develop them in India. ➤ Infer 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
Contemporary India - II	Chapter 2: Forest and Wildlife Resources	The students- <ul style="list-style-type: none"> ➤ Examine the importance of conserving forests and wildlife and their interdependency in maintaining the ecology for 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. ➤ Discuss how developmental works, grazing wood cutting have impacted the forests ➤ Use art integration to summarise and present the reasons for conservation of biodiversity in India under sustainable development.
Contemporary India - II	Chapter 3: Water Resources	The students- <ul style="list-style-type: none"> ➤ 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.
Understanding Economic Development	Chapter 1: Development	The students- <ul style="list-style-type: none"> ➤ Enumerate and examine the different processes involved in setting developmental Goals. ➤ Analyse and infer how the per capita income depicts the economic condition of the nation. ➤ Evaluate the development goals with reference to their efficacy, implemental strategies, relevance to

		<p>current requirements of the nation.</p> <ul style="list-style-type: none"> ➤ Compare the per capita income of some countries and infer reasons for the variance. ➤ Analyse the multiple perspectives on the need of development.
Understanding Economic Development	Chapter 2: Sectors of the Indian Economy	<p>The students-</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. ➤ 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. ➤ Enumerates and infer the essential role of the Public and Private sectors

Note:

- The prescribed syllabus should be completed by 5th September 2026, ensuring adequate time for revision and consolidation of learning.
- Teachers are encouraged to use embossed globes and maps, wherever feasible, to promote experiential and inclusive learning.
- All teaching-learning processes, assessment practices, and classroom transactions should be aligned with the Curricular Goals (CGs) and Competencies (Cs) as outlined in NCF-SE 2023.

Mid Term Examination 2026

Book	Chapter No and Name	Learning Outcome
India and the Contemporary World – II	<p>Chapter 3: The Making of a Global World</p> <p>(Subtopics: 1 to 1.3 Pre-Modern World to Conquest, disease and trade To be evaluated in the Board Examination also)</p>	<p>The students-</p> <ul style="list-style-type: none"> ➤ Summarize the changes that transformed the world in terms of economy, political, cultural and technological areas. ➤ Depict the global interconnectedness from the Pre-modern to the present day. ➤ Enumerate the destructive impact of colonialism on the livelihoods of colonized people. <p>Inter disciplinary Project</p> <p>(Internally assessed for 5 marks)</p> <ol style="list-style-type: none"> 1. Subtopics 2 to 4.4 –The nineteenth century (1815-1914) to end of Bretton Woods & the beginning of “Globalisation” 2. Chapter 7 Geography: Lifelines of National Economy and 3. Chapter 4 Economics: Globalisation and the Indian Economy <p>Refer Annexure III B</p>

India and the Contemporary World – II	Chapter 5: Print culture and the Modern World	The students- <ul style="list-style-type: none"> ➤ Enumerate the development of Print from its beginnings in East Asia to its expansion in Europe and India. ➤ Compare and contrast the old tradition of handwritten manuscripts versus print technology. ➤ Summarise the role of Print revolution and its impact.
Democratic Politics – II	Chapter 4: Political Parties	The students- <ul style="list-style-type: none"> ➤ Understand the process of parties getting elected. ➤ Know the significance of the right to vote and exercise the duties as citizens of a nation. ➤ Examine the role, purpose and no. of Political Parties in Democracy.
Democratic Politics – II	Chapter 5: Outcomes of Democracy	The students- <ul style="list-style-type: none"> ➤ 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	The students- <ul style="list-style-type: none"> ➤ Examine the crucial role played by agriculture in our economy and society. ➤ Analyse the challenges faced by the farming community in India. ➤ Identifies various aspects of agriculture, including crop production, types of farming etc.
Contemporary India – II	Chapter 5: Minerals and Energy Resources	The students- <ul style="list-style-type: none"> ➤ Enumerate the impact of manufacturing industries on the environment and develop strategies for sustainable development of the manufacturing sector. ➤ Differentiate between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy. ➤ Analyse the relation between the availability of raw material and location of the industry
Contemporary India – II	Chapter 6: Manufacturing Industries	The students- <ul style="list-style-type: none"> ➤ Enumerate the impact of manufacturing industries on the environment and develop strategies for sustainable development of the manufacturing sector. ➤ Differentiate between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy. ➤ Analyse the relation between the availability of raw material and location of the industry
Contemporary India – II	Chapter 7: Life Lines of National Economy	Only map work will be evaluated in CBSE Board Examination. Refer Annexure III-B: Interdisciplinary project with chapter 3 of History: The making of a Global world and chapter 4 of Economics: Globalisation and the Indian Economy

Understanding Economic Development	Chapter 3: Money and Credit	The students- <ul style="list-style-type: none"> ➤ 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.
Understanding Economic Development	Chapter 4: Globalization and the Indian Economy Subtopics: <ol style="list-style-type: none"> 1. What is Globalization? 2. Factors that have enabled globalisation. 	The students- <ul style="list-style-type: none"> ➤ Enumerate the concept of globalization and its definition, evolution, and impact on the global economy. ➤ Evaluate the key role of the key major drivers of globalization and their role in shaping the global economic landscape in various countries. ➤ Comprehends the significance of role of G20 and its significance in the light of India's present role. <p>Refer Annexure III-B</p> <p>Interdisciplinary 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> <ol style="list-style-type: none"> (i) Production across the countries (ii) World Trade Organisation (iii) The Struggle for a Fair Globalisation

Note:

- ❖ The prescribed syllabus should be completed by 5th December 2026, ensuring adequate time for revision and consolidation of learning.
- ❖ Whole Syllabus will be evaluated in Annual Examination.
- ❖ Teachers are encouraged to use embossed globes and maps, wherever feasible, to promote experiential and inclusive learning.
- ❖ All teaching-learning processes, assessment practices, and classroom transactions should be aligned with the Curricular Goals (CGs) and Competencies (Cs) as outlined in NCF-SE 2023.

Annual Examination 2027

Subject	Web Link
Curriculum	https://cbseacademic.nic.in/curriculum_2027.html
Textbook	https://ncert.nic.in/textbook.php

CLASS X

LIST OF MAP ITEMS

Subject	Name of the Chapter	List of areas to be located/ labelled/ identified on the map
History	Nationalism in India	I. Congress sessions: <ul style="list-style-type: none">• 1920 Calcutta• 1920 Nagpur.• 1927 Madras session, II. Satyagraha movements: <ul style="list-style-type: none">• Kheda• Champaran.• Ahmedabad mill workers III. Jallianwala Bagh IV. Dandi march
Geography	Resources and Development	Identify Major Soil Types
	Water Resources	Locating and Labelling: <ul style="list-style-type: none">• Salal• Bhakra Nangal• Tehri• Rana Pratap Sagar• Sardar Sarovar• Hirakund• 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/ Locate & label: a. Iron Ore mines <ul style="list-style-type: none">• Mayurbhanj• Durg• Bailadila• Bellary• Kudremukh b. Coal Mines <ul style="list-style-type: none">• Raniganj• Bokaro• Talcher• Neyveli c. Oil Fields <ul style="list-style-type: none">• Digboi• Naharkatia• Mumbai High• Bassien• Kalol• Ankaleshwar

		<p>d. Thermal Power Plants</p> <ul style="list-style-type: none"> • Namrup • Singrauli • Ramagundam <p>e. Nuclear Power Plants</p> <ul style="list-style-type: none"> • Narora • Kakrapara • Tarapur • Kalpakkam
Manufacturing Industries		<p>Locate & labelling-</p> <p>I. Cotton Textile Industries:</p> <p>a. Mumbai c. Surat e. Coimbatore</p> <p>b. Indore d. Kanpur</p> <p>II. Iron and Steel Plants:</p> <p>a. Durgapur c. Jamshedpur e. Vijayanagar</p> <p>b. Bokaro d. Bhilai f. Salem</p> <p>III. Software Technology Parks:</p> <p>a. Noida c. Mumbai e. Hyderabad g. Chennai.</p> <p>b. Gandhinagar d. Pune f. Bengaluru h. Thiruvananthapuram</p>
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 • Paradip • Haldia <p>b. International Airports:</p> <ul style="list-style-type: none"> • Amritsar (Raja Sansi - Sri Guru Ram Das ji) • Delhi (Indira Gandhi) • Mumbai (Chhatrapati Shivaji) • Chennai (Meenambakkam) • Kolkata (Netaji Subhash Chandra Bose) • Hyderabad (Rajiv Gandhi)

Note

- 1. Items of Locating and Labelling may also be given for Identification.**
- 2. The Maps available in the website of Govt. of India may be used.**

Weightage to Type of Questions

Type of Questions	Marks (80)	Percent age
1 Mark- MCQs (20x1) (Inclusive Of Assertion, Reason, Differentiation & Stem)	20	25%
2 Marks- Long Answer Questions (4x2) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	8	10%
3 Marks- Long Answer 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- Long Answer 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)	Percent- age
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	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:

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

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

1. All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
2. **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.
3. 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.
4. **The Project Report can be handwritten or digital.**
5. 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)
6. **Must be done at school only as specific periods are allocated for project work**
7. 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.
8. 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 Lifelines of National Economy	Project The teachers may use the following pedagogies in facilitating the students in completion of Interdisciplinary Project. 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, Group Discussions Multiple Assessment: Ex. Surveys/ Interviews/ Research work/ Observation/ Story based	<ul style="list-style-type: none"> Analyse the implication of globalization for local economies. Discuss how globalization is experienced differently by different social groups. Enumerates how transportation works as a lifeline of the economy Analyse and infer the impact of roadways and railways on the national economy. Analyses and infers the challenges faced by the roadways and railway sector in India 	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)
Economics	Globalisation 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.	Integrate various dimensions of globalisation in terms of cultural / political/ social /economical aspects) Appraise the evolution of Globalisation and the global trends Investigate the factors that facilitated the growth on MNC 's	

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/1dIwwFeaSrExJHMtkzcEuoq3ehh-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 in the handbook.

Process:

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

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 V for

- 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).

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 V 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

Day 6: Post war settlement and Bretton Woods institutions

- Make the students read the material available online/in library and debate the impact of Bretton Woods institutions in the post war economy. Refer Annexure V 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 V for rubrics
- Introduction to the World Trade Organization
- Study the role of the WTO in promoting fair trade practices
- Discuss the efforts made towards decolonization and independence of nations

Day 8: End of Bretton Woods and the Beginning of Globalisation:

- 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.

Presentation Template By the students for class X

Name of the Students (Team):	
Class :	Section:
Topics of Interdisciplinary Project:	
Title of the Project:	
Objectives:	
Multiple Assessment:	
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.	
Overall presentation: Link of PPT, shared documents, can be digital/handwritten, as per the convenience of the school.	
Acknowledgement:	
References (websites, books, newspaper etc.)	
Reflections:	

Rubrics

Rubrics	Marks allocated
Research Work	1
Collaboration & Communication	1
Presentation & Content relevance	1
Competencies ● Creativity ● Analytical skills ● Evaluation ● Synthesizing	2
Total	5