CLASS X

Links for Rationalised 2023-24 NCERT Social Science textbooks:

- https://ncert.nic.in/textbook.php?jess1=ps-7
- https://ncert.nic.in/textbook.php?jess2=ps-5
- https://ncert.nic.in/textbook.php?jess3=ps-5
- https://ncert.nic.in/textbook.php?jess4=ps-5

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CLASS X

COURSE STRUCTURE

History (India and Contemporary World-II)			70 Periods	23(+2 map pointing)
Section	**Chapter No.**	**Chapter name**	**No. of periods**	**Marks allocated**
I **Events and processes**	**I**	The Rise of Nationalism in Europe	**17**	**6**
	II	Nationalism In India	**17**	**8**
II **Livelihoods, economies and societies**	**III**	The Making of a Global World **To be Evaluated in the Board Examination**: • Subtopics:1 to 1.3 Pre modern world to Conquest, Disease and Trade	**6**	**1**
		For Inter Disciplinary Project: • Sub topics 2 to 4.4 The nineteenth century (1815-1914) to End of Bretton woods& the beginning of "Globalisation."	**4**	**-**
	IV	The Age of Industrialization (**To be assessed in the periodic assessment**)	**10**	**-**
III **Everyday Life, Culture and Politics**	**V**	Print Culture and the Modern World	**16**	**8**

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Geography (Contemporary India - II)			70 Periods	22 (+3 map pointing)
Chapter no	**Chapter Name**		**No.of Periods**	**Marks Allocated**
1	Resources and Development		**10**	**4**
2	Forest and Wildlife Resources		**10**	**2**
3	Water resources		**10**	**4**
4	Agriculture		**13**	**5**
5	Minerals and Energy Resources		**10**	**3**
6	Manufacturing Industries		**9**	**3**
7	Lifelines of National Economy **To be evaluated in the Board Examination**: • Road ways to Railways only		**3**	**1**
	Inter disciplinary Project: • From Pipelines to Tourism as a Trade		**5**	**-**
Political Science(Democratic Politics-II)			**20**	**15**
Unit no	**Chapter No**	**Chapter Name**	**No. of Periods**	**Marks Allocated**
I	**1**	Power - sharing	**5**	**2**
	2	Federalism	**5**	**3**

II	**3**	Gender, Religion and Caste	**3**	**2**
III	**4**	Political Parties	**4**	**5**
IV	**5**	Outcomes of Democracy	**3**	**3**
Economics (Understanding Economic Development)			**20**	**15**
Chapter No	**Chapter name**		**No. of Periods**	**Marks allocated**
1	Development		**5**	**4**
2	Sectors of the Indian Economy		**6**	**5**
3	Money and Credit		**6**	**5**
4	Globalisation And The Indian Economy To be evaluated in the Board Examination: • What is Globalization? • Factors that have enabled Globalisation		**2**	**1**
	For Inter Disciplinary project; • Production across the countries • Chinese toys in India • World trade organisation • The Struggle For a Fair Globalisation		**1**	**-**
5	Consumer Rights **(Project Work)**			

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CLASS X

SUBJECT WISE WEIGHTAGE

Section	Syllabus	Weightage (80)	Percentage
History	• The Rise of Nationalism in Europe . • Nationalism in India: • The Making of a Global World Sub topics1 to 1.3 • Print Culture and the Modern World	23	28.75%
Political Science	• Power - sharing • Federalism • Gender , Religion and Caste • Political Parties • Outcomes of Democracy	15	18.75%
Geography	• Resources and Development • Forest and Wildlife Resources • Water Resources • Agriculture • Lifelines of National Economy Sub topics: Road ways and Railways only	22	27.50%
Economics	• Development • Sectors of the Indian Economy • Money and Credit • Globalization and The Indian Economy Sub topics: ▪ What is Globalization? ▪ Factors that have enabled Globalisation	15	18.75%

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Map pointing	• All chapters of Geography. (Contemporary India-II) • Nationalism in India	5	6.25%

CLASS X

COURSE CONTENT

History: The Contemporary World -II			
Chapter No. and Name	**Specific Learning Objectives**	**Suggested Teaching Learning Process**	**Learning Outcome with Specific Competencies**
I **The Rise of Nationalism in Europe**	• Examine the impact of the French Revolution on the European countries in the making of the Nation state. • Explore the nature of the diverse social movements of the time. (1830-1848) • Examine the ways by which the idea of nationalism emerged and led to the formation of nation states. • Comprehend how the World War I was triggered by the scramble for colonies in the Balkan states	• Watch Videos/ read Textual materials/read related novels on the French revolution followed by a Class room discussion and presentation. • World café/ Panel discussion/ debate using Collaborative learning, to explore the diverse social groups and present it as a group. • Use of graphic organizers to explain the idea of unification of states to form one nation. (Italy/Germany/Greece) • Visual representation of the map of Pre-First World War	• Infer how the French Revolution had an impact on the European countries in the making of nation state. • Enumerate and evaluate the validity of the nature of the diverse social movements of the time • Analyse and infer how the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere. • Illustrate that ,the quest for imperialism triggered the First World War.

		Europe followed by the Class discussion and reflection activity based on the map of Post First World War Europe	
II **Nationalism in India**	• Explore various facets of Nationalistic movements that ushered in the sense of Collective Belonging • Discuss the impact of the first world war on triggering two defining movements (Khilafat & Non-cooperation Movement) in India. • Assess/ appraise the role of Mahatma Gandhi and other leaders in the two movements (NCM & CDM)	• 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 through a panel discussion or seminars.	• Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging • Summarize the aspects of the First World War that triggered two defining movements (Khilafat & Non-cooperation Movement) in India • Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the Two movements.
III **The Making of a Global World.** To be evaluated in the board examination **Sub topic 1** The pre modern world	• Explore various aspects of how the world changed profoundly in the 19th century in terms of Economic, Political, Social, Cultural and technological areas. • Analyse the destructive impact of colonialism on the	• 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.)	• 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.

Sub topic 2: 19th century 1815 -1914 **Sub topic 3:** The inter- war economy **Sub topic 4:** Rebuilding of world economy: the post war era.	economy and the livelihoods of colonised people. Refer Annexure II	• 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 the livelihoods of colonised people and present their understandings in the form of Newsletter/ cartoon strips/ Inter Disciplinary Project **Inter disciplinary Project with chapter 7 of Geography: Life lines of National Economy, and chapter 4 of Economics Globalization and the Indian Economy** Refer Annexure II	• Enumerate the destructive impact of colonialism on the livelihoods of colonised people Refer Annexure II
IV **The Age of Industrialisation** Note: The chapter is to be assessed in the periodic assessment only	• Examine Pre& Post economic, political, social features of Pre and Post Industrialization. • Analyse the impact of Industrialisation in the colonies with specific focus on India.	• Watch relevant Videos/ Visuals/ documentaries/ the movie clippings on features of Pre & Post economic, political, social features of Pre and Post Industrialization • Debate on the impact of Industrialisation in the	• Enumerate the features of Pre& Post economic, political, social features of Pre and Post Industrialization. • Analyse and infer how the industrialization impacted colonies with specific focus on India.

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		colonies with specific focus on India.	
V **Print culture and the Modern World.**	• Examine the development of Print from its beginnings in East Asia to its expansion in Europe and India • Analyse the impact of the spread of technology and consider how social life and culture changed with coming of print	• 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 hand written 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.	• 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 hand written manuscripts versus the print technology. • Summarise the role of Print revolution and its impact on World & India 's political, social and economic condition.
Political Science: Democratic Politics-II			
Chapter No. and Name	**Specific Learning Objectives**	**Suggested Teaching Learning Process**	**Learning Outcome With Specific Competencies**
1 **Power - sharing**	• Examines and comprehends how democracies handle demands and need for power sharing**.**	• Read relevant Newspaper articles/ clippings on Power sharing and present the findings in the form of flow chart	• Enumerates the need for power sharing in democracy. • Analyse and infer the challenges faced by Belgium and Sri Lanka in ensuring Power sharing.

	• Analyse the Challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing	• 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 • Read Textual resource and other resources and present findings through graphic organizers	• 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.
2 **Federalism**	• Comprehend the theory and Practice of Federalism in India. • Analyse the policies and politics that has strengthened federalism in practice.	• 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	• Analyse and infer how federalism is being practised in India. • Analyse and infer how the policies and politics that has strengthens federalism in practice.
3 **Gender, Religion and Caste**	• Examines the role and differences of Gender, religion and Caste in practicing Democracy in India.	• Skit /street play to enumerate how the differences in gender, religion and caste impact the practicing healthy or otherwise in a Democracy.	• Enumerates how the differences in gender, religion and caste impact the practicing healthy or otherwise in a Democracy • Analyses and infers how different expressions based on

	• Analyses the 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.	the differences in Gender, Religion and Caste are healthy or unhealthy in a democracy
4 **Political Parties**	• Examine the role, purpose and no. of Political Parties in Democracy • Evaluates the contributions made by national and regional political parties in making or otherwise of Indian democracy.	• Role play the role, purpose and no. of Political Parties in Democracy • Reads newspapers, watches video clippings to justify the contributions /non contributions made by national and regional political parties in successful functioning of Indian democracy.	• Enumerates the role, purpose, and no. of Political Parties in Democracy • Justifies the contributions /non contributions made by national and regional political parties in successful functioning of Indian democracy.
5 **Outcomes of Democracy**	• Comprehends the expected and actual outcomes of democracy in view of quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity. • Analyses the reasons behind gap that occurs in conversion of expected outcomes into actual outcomes of democracy in various respects: quality of	• Graphic organizer to enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity • Case study to Analyses and infers why sometimes the gap occurs between expected outcome and actual outcome effects the success of Democracy.	• Enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity. • Analyses and infers why sometimes the gap occurs between expected outcome and actual outcome effects the success of Democracy.

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	government, economic well-being, inequality, social differences and conflict and finally freedom and dignity		
Geography: Contemporary India -II			
Chapter No. and Name	**Specific Learning Objectives**	**Suggested Teaching Learning Process**	**Learning Outcome with Specific Competencies**
1 **Resources and Development**	• Examine the significance, interdependence, utilization development need of Planning of resources in India. • Summarise the rationale for development of resources • Comprehends the reasons for non-optimal utilization of land in India. • Analyse the need to conserve all the resources • Examine the significant role for resource planning in the light of the present requirements in India	• Brainstorming on how the resources are interdependent in nature and the need to develop them in India and present in the form of 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” and present a report in the form of PPT.	• Enumerates how the resources are interdependent, justify how planning is essential 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

2 **Forest and Wildlife Resources**	• Examine the importance of conserving forests and wild life 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 • Comprehends the reasons for conservation of biodiversity in India under sustainable development.	• Read newspaper articles/ watch videos on deforestation and need for conservation and through world café strategy present your findings. • Debate how developmental works, grazing wood cutting have impacted on the survival or otherwise of the forests. • Use art integration strategy to summarize and present the reasons for conservation of biodiversity in India under sustainable development.	• Enumerate how conservation of forests and wildlife are interdependent in nature and in maintain the ecology of India. • Analyse and infer how some of the developmental works, grazing wood cutting have impacted on the survival or otherwise of the forests. • Summarizes the reasons for conservation of biodiversity in India under sustainable development.
3 **Water Resources**	• Examine the reasons for conservation of water resource in India. • Analyse and infer how the Multipurpose 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.	• Enumerate why the water resource of India to be conserved. • Summarize the roles of Multipurpose projects n supporting the water requirement of India.
4 **Agriculture**	• Examine the crucial role played by agriculture in our economy and society.	• Discusses the challenges faced by farmers, such as low productivity, lack of modern technology, inadequate irrigation facilities, and post-	• Enumerate how agriculture plays a contributory role in Indian economy

	• Analyses the challenges faced by the farming community in India. • Comprehends the various aspects of agriculture, including crop production, types of farming, modern agricultural practices, and the impact of agriculture on the environment.	harvest losses and presents the findings through PPT • Reads Newspapers and panel discusses the challenges faced by the farming community in India • Use of graphic organizers to distinguish the traditional and modern farming methods	• Analyses and infers 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 environment.
5 **Minerals and Energy Resources**	• Comprehends the formation of different types of minerals, location, their uses, importance for human life and the economy. • Analyses the importance of minerals and natural resources for economic development of the country their distribution, and sustainable use. • Distinguishes between the conventional and non-conventional sources of energy .	• Usage of textual resource, mind maps, pie charts to Analyse and infer how different types of minerals are formed, where they are found, their uses, importance for human life and the economy • Use graphic organizers to Infer the resource distribution to real-world situations and proposes strategies for sustainable use of natural resources • Use of flow chart to Differentiate between the conventional and non-conventional sources of energy	• Analyses and infers how different types of minerals are formed, where they are found, their uses, importance for human life and the economy • Infers the resource distribution to real-world situations and proposes strategies for sustainable use of natural resources • Differentiates between the conventional and nonconventional sources of energy.

6. **Manufacturing Industries**	• Distinguishes between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy. • Examines the impact of manufacturing industries on the environment, and develop strategies for sustainable development of the manufacturing sector. • Analyses the relation between the availability of raw material and location of the Industry	• 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 Enumerates the impact of manufacturing industries on the environment, and develop strategies for sustainable development of the manufacturing sector. • Uses Case Studies to Infers the relation between availability of raw material and location of the Industry	• Differentiates between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy. • Enumerates the impact of manufacturing industries on the environment, and develop strategies for sustainable development of the manufacturing sector. • Infers the relation between availability of raw material and location of the Industry
7 **Life Lines of National Economy** To be evaluated in the board examination **Sub topics** **Roadways and Railways.**	• Examines the importance of transportation for the economic growth and development in India. • Analyse the impact of roadways and railways on the national economy • Evaluates the challenges faced by the roadways and railway sector in the country.	• Analyses the Data on the contribution of Roadways and railways in the economy in a year and present a PPT/bulletin board. • Debate and discuss the advantages and limitations on roadways and railways**.** • Brainstorming/ Case studies on the challenges faced by the government in operating and maintenance of railways and roadways.	• Enumerates how the transportation works as a life line of 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.

Sub topics: Waterways and Airways	Refer Annexure III	**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 III	Refer Annexure III
Economics: Understanding Economic Development			
Chapter No. and Name	**Specific Learning Objectives**	**Suggested Teaching Learning Process**	**Learning Outcome with Specific Competencies**
1 **Development**	• Examine the significance of designing suitable developmental goals in shaping the nation. • Examine the importance of per capita income and compare the per capita income of various countries to infer about reasons for the variance • Analyse the HDI in relation to PCI. • Examine the need for Sustainable 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 and contrast the t relation between HDI and PCI • Declamation to Analyses the multiple perspectives on the need development	• Enumerate different 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 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 • Compare and contrast how the per capita income of some

			countries and infer reasons for the variance • Analyses the multiple perspectives on the need development.
2 **Sectors of the Indian Economy**	• Analyse and evaluate the economic activities in different sectors and how they contribute to the overall growth and development of the Indian economy. • Identify problems in different sectors and propose solutions based on their understanding of the sectors. • Analyse the major employment generating sectors and observe the challenges faced in an effort to provide employment to all. • Examines the role of Unorganised sector in impacting PCI currently and proposes suggestive steps to reduce the unorganised sector for more productive contributions to GDP	• Data analyse various sectors and their contribution in GDP and NDP. • 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	• 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 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 the present trends of PPP and efficacy of the initiative

	• Examine and infer the essential role of the Public and Private sectors the present trends of PPP and efficacy of the initiative		
3 **Money and Credit**	• Examine money as a medium of exchange in all transactions of goods and services since ancient times to the present times. • Analyse the different sources of credit • Identify 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) to Summarizes the significance and role of self-help groups in the betterment of the economic condition of rural people/ women.	• 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.
4 **Globalization and the Indian Economy** Note: To be evaluated in the board examination	• Examine the concept of globalization and its definition, evolution, and impact on the global economy. • Explore the details of the key drivers of globalization, such as advances in communication and	• 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	• 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

Sub topics: What is Globalization? Factors that have enabled Globalisation **Sub topics:** Production across the countries Chinese toys in India & World trade organisation The Struggle For A Fair Globalisation	transportation technology, the growth of international trade, and the role of institutions such as the World Trade Organization. • Examines the significance of role of G20 and its significance in the light of India's present role Refer Annexure III	• **Read Textual and other resources to** analyse and infer the key drivers of globalization and their role in shaping the global economic landscape. **Inter disciplinary Project** with chapter 3 of History: "The making of a Global world" and chapter 7 of Geography: "Life lines of National Economy" Refer Annexure III	economic landscape in various countries • Enumerates the significance of role of G20 and its significance in the light of India's present role Refer Annexure III
5 **Consumer Rights** **OR** **Social Issues** **OR** **Sustainable Development** **Project Work**	Refer Annexure I	Refer Annexure I **Project work**	Refer Annexure I.

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CLASS X

LIST OF MAP ITEMS

Subject	Name of the Chapter	List of Areas to be pointed on the Map
History	Nationalism in India	**I. Congress sessions:** • 1920 Calcutta • 1920 Nagpur. • 1927 Madras session, **II. 3 Satyagraha movements:** • Kheda • Champaran. • Ahmedabad mill workers III. Jallianwala Bagh IV. Dandi march
Geography	Resources and Development	Identify: Major soil Types
	Water Resources	**Locating and Labelling:** • Salal • Bhakra Nangal • Tehri • Rana Pratap Sagar • Sardar Sarovar • Hirakud • Nagarjuna Sagar • Tungabhadra

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	Agriculture	**Identify:** • Major areas of Rice and Wheat • Largest/ Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute
	Minerals and Energy Resources	**Identify:** **a. Iron Ore mines** • Mayurbhanj • Durg • Bailadila • Bellary • Kudremukh **b. Coal Mines** • Raniganj • Bokaro • Talcher • Neyveli **c. Oil Fields** • Digboi • Naharkatia • Mumbai High • Bassien • Kalol • Ankaleshwar

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		Locate& label: Power Plants **a. Thermal** • Namrup • Singrauli • Ramagundam **b. Nuclear** • Narora • Kakrapara • Tarapur • Kalpakkam
	Manufacturing Industries	The theoretical aspect of this chapter will not be assessed in Periodic Tests and Board Examination. Only Map items as given in map list from this chapter will be evaluated in Board Examination. **I. Manufacturing Industries (Locating and Labelling Only)** • 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	**Locating and Labelling:** **a. Major sea ports** • Kandla • Mumbai • Marmagao • New Mangalore • Kochi

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		• Tuticorin • Chennai • Vishakhapatnam • Paradip • Haldia **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.

CLASS X

GUIDELINES FOR INTERNAL ASSESSMENT: 20 MARKS

Type of Assessment	Description	Marks Allocated
Periodic assessment	Pen Paper Test.	**5**
Multiple Assessment	Inter disciplinary project (Quiz, debate, role play, viva, group discussion, visual expression, interactive bulletin boards, gallery walks, exit cards, concept maps, peer assessment, art integration Self-assessment, etc.)	**5**
Subject Enrichment activity	Project	**5**
Portfolio	Classwork, Work done (activities / assignments) reflections, narrations, journals, etc. Achievements of the student in the subject throughout the year Participation of the student in different activities like heritage India quiz	**5**

PRESCRIBED TEXTBOOKS

Subject	Name of the Book	Publisher
History	India and the Contemporary World - II	NCERT
Political Science	Democratic Politics	NCERT
Geography	Contemporary India	NCERT
Economics	Understanding Economic Development	NCERT
Disaster Management	Together Towards a safer India -Part III (A text book on Disaster Management)	CBSE
learning_outcomes.pdf (ncert.nic.in)		

ANNEXURE I

Project Work: Class IX

Project work	10 periods
1. Every student has to compulsorily undertake *one project on Disaster Management* 2. **Objectives:** The main objectives of giving project work on Disaster Management to the students are to: ● create awareness in them about different disasters, their consequences and management ● prepare them in advance to face such situations ● ensure their participation in disaster mitigation plans ● enable them to create awareness and preparedness among the community. 3. The project work should also help in enhancing the Life Skills of the students. 4. If possible, various forms of art may be integrated in the project work.	Competencies to develop; The students need; 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.

1) **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 Voce	**1**

- The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.
- All documents pertaining to assessment under this activity should be meticulously maintained by 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)
- Must be done at school only as specific periods are allocated for project work.

ANNEXURE II

Interdisciplinary Project: Class-IX

Subject and Chapter No	Name of the Chapter	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcomes with Specific Competencies	Time Schedule For Completion
IV **History**	Forest Society and Colonialism	• To categorize different types of forest during the colonial regime. • To bring out the plight of Forest dwellers under colonial rule. • To examine the reason behind commercial forestry. • To devise ways to protect the forest vegetation and wildlife in India. • To defend the role of government and the local communities in protecting the forest cover. • To discuss the social and cultural world of forest communities through the study of specific revolts.	Interdisciplinary project Teachers can make use of the pedagogies in facilitating the students in completion of Inter Disciplinary Project Constructivism • Inquiry based learning • Cooperative learning • Research based learning. • Experiential learning. • Art integration	• compare the forest situations prevailed at pre- colonial, colonial and post- colonial era. • Analyse and evaluate the growth &role of commercial forestry in different types of Vegetation. • Critically analyse the reasons for rebellions at forest areas of south East-Asia with specification to JAVA.	• 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)
V **Geography**	Natural Vegetation and Wildlife				

		• To analyse the different processes through which agrarian transformation may occur in the modern world. • To understand how oral traditions can be used to explore tribal revolts			

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
- Methodology (A sample interdisciplinary project plan Link has been provided to get an insight about IDP.

  Topic: Forest Society and Colonialism, Natural Vegetation and Wildlife

https://docs.google.com/document/d/1dIwwFeaSrExJHMtkzcEuoq3ehh7FtHM/edit?usp=sharing&ouid=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.

- 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

Interdisciplinary project	10-day plan suggestive plan	10 periods

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 III for Rubrics. 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 solution. 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=Ml0xvHsBigI

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 III 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.

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Group activity: Divide the group into smaller teams and assign them tasks related to colonialism and deciduous and thorny 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.

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ANNEXURE III

Project work of class X

Project Work	10 periods.	5 marks
• Every student has to compulsorily undertake ***one project on*** **Consumer Awareness** OR **Social Issues** OR **Sustainable Development** • **Objectives:** The main objectives of giving project work on Consumer awareness are to • create awareness in them about Consumer Rights • ensure their participation in consumer awareness programs • ensure their participation in disaster mitigation plans • enable them to create awareness and preparedness among the community. • The project work should also help in enhancing the Life Skills of the students. • (Integrate with art wherever possible)	Competencies to develop; The students need; 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.

1) **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**

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

3) All documents pertaining to assessment under this activity should be meticulously maintained by the schools.

4) 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.

5) 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.

6) The Project Report can be handwritten or digital.

7) 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)

8) Must be done at school only as specific periods are allocated for project work.

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ANNEXURE IV

Interdisciplinary Project of class X

10 periods					Max. marks 5
Subject Name and Chapter No.	**Name of the chapter**	**Specific learning objectives**	**Suggested Teaching Learning Process**	**Learning outcome with specific competencies**	**Time Schedule for Completion**
III History	Making of a Global world	• Trace the history of globalization and point out the shifts within the process. • Analyse the implication of globalization on local economies. • Discuss how globalization is experienced differently by different social groups. • Connect the role of means of transport and communication in the process of globalization. • Investigate the factors that	Interdisciplinary 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 9) Group Discussions	• 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 /economical 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				
4 Economics	Globalization and the Indian Economy				

		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/1668TKkRt80r4kbjJ_Y7zg4mF3Vq1Y9k/edit?usp=sharing&ouid=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.

- 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	Class X

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 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 and debate the impact of Bretton woods institutions in the post war economy. Refer Annexure III 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 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*:*

- 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. (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.

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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.

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ANNEXURE V

Presentation Template By the students Both class IX&X

Name of the Student:	
Members of Team:	
Class10: Section:	**Date of Submission:**
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 • 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

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