



	<b>April</b>	<b>May</b>	<b>June</b>
<b>Content</b>	<ul style="list-style-type: none"> <li>● <b>Rise of Nationalism In Europe</b></li> <li>● <b>Power Sharing</b></li> <li>● <b>Resources &amp; Development</b></li> <li>● <b>Development</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Minerals and Energy Resources</b></li> <li>● <b>Rise of Nationalism In Europe</b></li> <li>● <b>Sectors of Indian Economy</b></li> <li>● <b>Federalism</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Nationalism In India</b></li> <li>● <b>Gender, Religion &amp; Caste</b></li> <li>● <b>Sectors of Indian Economy</b></li> <li>● <b>Manufacturing Industries</b></li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will be able to identify and comprehend the forms in which nationalism developed along with the formation of nation states in Europe in the post 1830 period.</li> <li>● Enumerates the need for power sharing in democracy.</li> <li>● Analyse and infer the challenges faced by Belgium and Sri Lanka in ensuring Power sharing.</li> <li>● Compare and contrast the power sharing of India with Sri Lanka and Belgium</li> <li>● Summarize the purpose of power sharing in preserving the unity and stability of a country.</li> <li>● Students will be able to list down the value of resources and the need for their judicious utilization and conservation.</li> <li>● Identify the development goals Income and other criteria of public in a country.</li> </ul>	<ul style="list-style-type: none"> <li>● Students s will be able to identify different types of minerals and energy resources and places of their availability.</li> <li>● Students s will be able to identify and comprehend the forms in which nationalism developed along with the formation of nation states in Europe in the post 1830 period.</li> <li>● Identify major employment generating sectors and reason out the government investment in different sectors of the economy.</li> <li>● Analyse and infer how federalism is being practised in India</li> <li>● Analyse and infer how the policies and politics that has strengthened federalism in practice</li> </ul>	<p>Students will be able to bring out the importance of industries in the national economy and describe the regional disparities.</p> <p>Students will be able to identify major employment generating sectors and the reasons for government investment in different sectors of economy.</p> <p>Students will be able to recognize the characteristics of Indian nationalism through a case study of Non Cooperation and Civil Disobedience Movement. Enumerates how the differences in gender, religion and caste impact the practicing healthy or otherwise in a Democracy</p> <p>Analyses and infers how different expressions based on the differences in Gender, Religion and Caste are healthy or unhealthy in a democracy</p> <p>List down the importance of manufacturing industries</p>
<b>Skills</b>	Critical thinking an Analysis, Research and Inquiry,Social Awareness and Empathy	Critical thinking, Formulating , Research and Inquiry,Social Awareness and Empathy	Critical thinking and Analysis, Communication and Collaboration Formulating , Social Awareness and Empathy

<b>Competency Based Activities / Experiential Learning</b>	<p>Concept Maps and Drawing the Political Symbols of European power. Students will act as teacher/resource person, which will help in understanding of selective topics.</p> <p>Enhance their communication skills by debating on issues discussed in the chapter.</p> <p>Classroom discussion on challenges faced by Belgium Sri Lanka in ensuring effective power sharing (<b>integrated with English, history, geography, maths and art</b>)</p> <p>Gathers, comprehends, and analyses data related to income, capital, poverty and employment in one's locality, region and at the national level.</p>	<p>Group discussion on the distribution of powers between Union and state Government and present the outcomes through presentations. <b>( Integrated with English, Geography ,history, economics and art)</b></p> <p>Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India.</p>	<p>Research and Inquiry</p> <p>Character sketch of a political leader during nationalist movement.</p> <p>Students will take a survey of the classrooms on the basis of Gender, Cast and Religion and will submit the reports. ( Using Pie chart, table and bar diagrams) <b>(Integrated with English , history , economics and Art)</b></p> <p><b>Field Visit:</b> In Geography Students will visit a nearby Manufacturing unit collaborating with Chemistry.</p>
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<b>Map Work (As per CBSE)</b>	<p>A. (<b>HISTORY</b> Outline Political Map of India)</p> <p><b>Chapter - 3 Nationalism in India – (1918 – 1930)</b> for Locating and Labelling / Identification</p> <ol style="list-style-type: none"> <li>1. <b>Indian National Congress Sessions:</b> <ol style="list-style-type: none"> <li>a. Calcutta (Sep. 1920)</li> <li>b. Nagpur (Dec. 1920)</li> <li>c. Madras (1927)</li> </ol> </li> <li>2. <b>Important Centres of Indian National Movement</b> <ol style="list-style-type: none"> <li>a. Champaran (Bihar) - Movement of Indigo Planters</li> <li>b. Kheda (Gujarat) - Peasant Satyagraha</li> <li>c. Ahmedabad (Gujarat) - Cotton Mill Workers Satyagraha</li> <li>d. Amritsar (Punjab) - Jallianwala Bagh Incident</li> <li>e. Chauri Chaura (U.P.) - Calling off the Non-Cooperation Movement</li> <li>f. Dandi (Gujarat) - Civil Disobedience Movement</li> </ol> </li> </ol> <p>B. <b>GEOGRAPHY</b> (Outline Political Map of India)</p> <p><b>Chapter 1: Resources and Development</b> (Identification only)</p> <ol style="list-style-type: none"> <li>a. Major soil Types</li> </ol> <p><b>Chapter 3: Water Resources</b> (Locating and Labelling)</p> <ol style="list-style-type: none"> <li>a. Dams: Salal</li> <li>b. Bhakra Nangal</li> <li>c. Tehri</li> <li>d. Rana Pratap Sagar</li> <li>e. Sardar Sarovar</li> <li>f. Hirakud</li> <li>g. Nagarjuna Sagar</li> <li>h. Tungabhadra</li> </ol> <p>Note: Only map items of this chapter as listed above will be evaluated in the Board Examination</p> <p><b>Chapter 4: Agriculture</b> (Identification only)</p> <ol style="list-style-type: none"> <li>a. Major areas of Rice and Wheat</li> <li>b. Largest / Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute</li> </ol>
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**Curriculum**  
**Subject: Social Science (087)**  
**Session: 2026-27**  
**Class: X**

	July/August	September	October	November/ December
<b>Content</b>	<ul style="list-style-type: none"> <li>Water Resources</li> <li>Nationalism In India</li> <li>Political Parties</li> <li>The Making of a Global World</li> <li>Consumer Rights (Project Work)</li> </ul>	<ul style="list-style-type: none"> <li>Agriculture</li> <li>The Age of Industrialization (project)</li> <li>Money &amp; Credit</li> <li>Outcomes of Democracy</li> </ul>	<ul style="list-style-type: none"> <li>Agriculture</li> <li>Print Culture &amp; The Modern World</li> <li>Globalization and the Indian Economy</li> </ul>	<ul style="list-style-type: none"> <li>Forest &amp; Wildlife Resources</li> <li>Life Lines of National Economy</li> <li>Print Culture &amp; The Modern World</li> <li>Globalization and the Indian Economy</li> </ul>
<b>Learning Outcomes</b>	<p>Students s will be able to comprehend the importance of water as a resource as well as develop awareness towards its judicious use and conservation. 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. Students s will be able to describe the pre world and Inter war economy.</p> <p>describe the Consumer in the Marketplace and Consumer Movement.</p>	<p>Students s will be able to identify different types of agricultural practices in India.</p> <p>Students s will be able to describe the process of industrialization and its impact on the labour class. To examine money as a medium of exchange in all transactions of goods and services since ancient times to the present times. Enumerates how a success of democracy depends on quality of government, economic well being, in equality, social differences, conflict, freedom and dignity</p>	<p>Students s will be able to explain the importance of agriculture in the national economy.</p> <p>Students s will be able to describe the factors that enable globalization &amp; impact of globalization on India. Students s will be able to describe the factors that enable globalization &amp; impact of globalization on India.</p>	<p>Students s will be able to analyse the rich flora and fauna distribution and their relation.</p> <p>Students s will be able to explain the importance of transport and communication in the ever shrinking world. Students s will be able to describe the factors that enable globalization &amp; impact of globalization on India.</p> <p>Students s will be able to explain the working of global economic phenomena.</p>
<b>Skills</b>	Critical Thinking and Analysis, Research and Inquiry	Critical Thinking and Analysis, Research and Inquiry ,Life skills and Values	Critical Thinking and Analysis, Research and Inquiry ,Life skills and Values	Critical Thinking and Analysis, Research and Inquiry, Social Awareness and Empathy
<b>Competency Based Activities / Experiential Learning</b>	<p>Concept Maps (Applying)</p> <p>Reads newspapers, watches video clippings to justify the contributions /non contributions made by national and regional political parties in successful</p>	<p>Project work: Consumer Rights</p> <p><b>Art Integration Project</b></p> <p>Graphic organizer to enumerates how a success of democracy depends on quality of government, economic well being, in equality, social differences,</p>	<p>(Remembering and Understanding)</p> <p>Viva (In relations to syllabus covered till October)</p> <p>Students collect information on books written by various writers during</p>	<p>Group discussion to enumerate the concept of globalization and its definition, evolution, and impact on the global economy</p>

	functioning of Indian democracy. <b>( Integrated with English, Geography, history and art)</b> <b>Project work: Consumer Rights</b>	conflict, freedom and dignity <b>( Integrated with English, history, economics and art)</b>  Gathers, comprehends, and analyses data related to income, capital, poverty, and employment in one's locality, region and at the national level. <b>(Integration with Mathematics)</b>  <b>Field Visit to a Bank</b>	nationalist movement.	
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<b>Map Work (As per CBSE)</b>	<p><b>Chapter 5: Minerals and Energy Resources</b> <b>Power Plants (Locating and Labeling only)</b> <b>Thermal</b> Namrup, Ramagundam, Singrauli <b>Nuclear</b> Narora, Tarapur, Kakrapara, Kalapakkam <b>Chapter 6: Manufacturing Industries (Locating and Labelling Only) Cotton Textile</b> <b>Industries:</b> Mumbai, Indor, Surat, Kanpur, Coimbatore <b>Iron and Steel Plants:</b> Durgapur, Bokaro, Jamshedpur, Vijaynagar, Bhilai, Salem <b>Software Technology Parks:</b> Noida, Mumbai, Hyderabad, Chennai, Gandhinagar, Pune, Bengaluru, Thiruvananthapuram <b>Chapter 7: Lifelines of National Economy</b> <b>Major Ports (Locating and Labeling)</b> Kandhla, Mumbai, Marmagao, New Mangalore, Kochi, Tuticorin, Chnnai, Visakhapatnam, Paradip, Haldia <b>International Airports:</b> Amritsar (Raja Sansi), Delhi (Indira Gandhi International), Mumbai (Chhatrapati Shivaji), Chennai (MeenamBakkam), Kolkata (Netaji Subhash Chandra Bose), Hyderabad (Rajiv Gandhi)</p>
<b>Assessments</b>	<p><b>Periodic Assessment Pen Paper Test</b></p> <p><b>Multiple Assessment: Interdisciplinary Project (History and Geography)</b></p> <p><b>Portfolio: Assignment, Map work, Concept Maps (Economics and Political Science)</b></p> <p><b>Subject Enrichment activities: Project work: Economics (Consumer Rights)</b></p> <p><b>Art Integration : Pictorial Presentation of data relating to Project work.</b></p>