

KIDS WORLD SCHOOL, NAGPUR

SESSION – 2026-27

CLASS - X

SUBJECT – SOCIAL SCIENCE

UNIT		Topic	Sub-Topic	Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
S No.	Name			Starting	Closing						
H 1	Nationalism in India (10 DAYS)	Introduction 1-The First World War, Khilafat and Non - Cooperation 2- Differing Strands within the Movement 3- Towards Civil Disobedience 4- The Sense of Collective Belonging	1.1 The Idea of Satyagraha 1.2 The Rowlatt Act 1.3 Why Non - cooperation? 2.1 The Movement in the Towns 2.2 Rebellion in the countryside 2.3 Swaraj in the Plantations 3.1 The Salt March and Civil Disobedience Movement 3.2 How Participants saw the movement The Limits of Civil Disobedience Conclusion	April	April	“Freedom Relay”: Students pass a tricolour baton while recalling one nationalist leader or event	Explanation- Timeline + Causation /consent mapping: Local to global connect: Map work Writing practice: Use of ICT:	CG-3 Understands the idea of a nation and the emergence of the modern Indian Nation	C-3.2 Identifies and analyses important phases of the Indian national freedom struggle against British colonial rule, with special reference to the movement led by Mahatma Gandhi and other important figures as well as those that led to independence, and understands the specific Indian concepts, values, and methods (such as Swaraj, Swadeshi, passive resistance, fight for dharma self sacrifice, ahimsa) that played a part in achieving Independence.	The students will be able to ➤ 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. ➤ Summarise the effects of the First World War that triggered the two defining movements (Khilafat & Non-Cooperation Movement) in India	

<p>D.P 1</p>	<p>Power – sharing (04 DAYS)</p>	<p>Introduction 1- Belgium and Sri Lanka 2- Majoritarianism in Sri Lanka 3- Accommodation in Belgium 4- Forms of power sharing</p>	<p>Why Power Sharing is desirable?</p>	<p>April</p>	<p>April</p>	<p>“Who Holds the Power?” game where students act as leaders, citizens, judges.</p>	<p>Explanation- Storytelling: Use the cartoons: Localize federalism: Debate without politics: Use of ICT:</p>	<p>CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government.</p>	<p>C-5.4 Analyses the basic features of a democracy and democratic government – and its history in India and across the world – and compares this form of government with other forms of government</p>	<p>The students will be able to</p> <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. <p>Summarise the purpose of power sharing in preserving the unity and stability of a country.</p>	
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GEO 1	Resources and Development (6 DAYS)	Introduction 1- Development of Resources 2- Resources Planning 3- Land Resources 4- Land Use Pattern in India 5- Soil as Resources	2.1 Resources Planning in India 2.2 Conservation of Resources 3.1 Land Utilization 4.1 Land Degradation and Measures 5.1 Types of soils	JUNE	JUNE	“Resource Treasure Hunt” “How can we balance resource use with sustainability?”	Explanation- Story of Rio 1992 Map + Data combo Use of ICT	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity, and biodiversity of the region.	C-4.4 Analyses and evaluates the interrelationship between the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos that resulted in practices of nature conservation	The students will be able to <ul style="list-style-type: none"> ➤ Enumerates how the resources are interdependent, justify how planning is essential in judicious utilisation 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 ➤ Suggest remedial measures for optimal utilization of underutilized resources. 	
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<p>ECO 1</p>	<p>Development (7 DAYS)</p>	<p>Introduction 1- What development promise- Different people , different Goals 2- Income and other Goals 3-National Development 4- How to compare different countries or states? 5- Income and other Criteria 6- Public Facilities 7- Sustainability of Development</p>		<p>JUNE</p>	<p>JUNE</p>	<p>“Development Choices Game” - Your town has received ₹100 crore for development. How will you spend it?</p>	<p>Discussion method- Critical Thinking- “Is income alone enough to measure development?” Explanation- Use of charts comparing India’s per capita income with HDI indicators. Use of ICT</p>	<p>CG -8 Evaluate the economic development of a country in terms of its impact on the lives of its people and nature</p>	<p>C-8.1 Gathers, comprehends, and analyses data related to income, capital, poverty, and employment in one’s locality, region and at the national level. C-8.4 Describes India’s recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this Economic progress. C-8.5 Appreciates the connections between economic development and the environment, and the broader indicators of societal wellbeing beyond GDP growth and income.</p>	<p>The students will be able to</p> <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 current requirements of the nation. ➤ Compare the per capita income of some countries and infer reasons for the variance. Analyse the multiple perspectives on the need of development. 	
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D.P 2	Federalism (5DAYS)	Introduction 1-What is Federalism? 2- What makes India a federal country? 3- How is federalism practiced? 4- Decentralization in India	3.1 Linguistic States 3.2 Language Policy 3.3 Centre State relations	JULY	JULY	“ Layers of Government ”- “A new public park is to be built in your city. Who will decide what?”	Discussion Method Concept Building- Use a pyramid chart showing Union, State, and Local levels with responsibilities.	CG -5 Understand the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government.	C-5.2 Appreciates fundamental Constitutional values and identifies their significance for the prosperity of the Indian nation	The students will be able to ➤ Infer how federalism is being practised in India. Analyse the policies and politics that has strengthened federalism in practice	
HIS 3	The Making of a Global World Sub topics 1 to 1.3 (3 DAYS)	Introduction 1- The Pre-modern World	1.1 Silk Routes Link the World 1.2 Food Travels: Spaghetti and Potato 1.3 Conquest, Disease and Trade	JULY	JULY	Experience global interdependence through a playful simulation. “Why is globalization both opportunity and inequality?”	Discussion Method Visual Aids: • Flow diagram of <i>Trade</i> → <i>Colonies</i> → <i>Industrialisation</i> → <i>Globalisation</i> . • Timeline chart (1500–2000) showing key turning points. • Use of ICT	CG-9 Understand and appreciate the contribution of India through history and present times, to the overall field of Social Science, and the disciplines that constitute it.	C-2.3 Traces aspects of continuity and change in different phases of world history (including cultural trends, social and religious reforms, and economic and political transformations) C-7.4 Traces the beginning and importance of large scale trade and commerce (including ecommerce) between one country and another – the key items of trade in the beginning, and the changes from time to time.	The students will be able to ➤ Summarise the changes that transformed the world in different areas. ➤ Depict the global interconnectedness from the Pre-modern to the present day. Enumerate the destructive impact of colonialism on the livelihoods of colonised people	

<p>HIS 1</p>	<p>The Rise of Nationalism in Europe. (12 DAYS)</p>	<p>Introduction 1- The French Revolution and the Idea of the Nation 2- The Making of Nationalism in Europe 3- The Age of Revolution ;1930-1848 4- The Making of Germany and Italy 5- Visualizing the Nation 6- Nationalism and Imperialism</p>	<p>Introduction 2.1 The Aristocracy and the New Middle Class 2.2 What did Liberal Nationalism Stand for? 2.3 A new Conservatism after 1815 2.4 The Revolutionaries 3.1 The Romantic Imagination and National Feeling 3.2 Hunger, Hardship and Popular Revolt 3.3 1848 The Revolution of the Liberals 4.1 Germany- can the army be the Architect of a nation? 4.2 Italy Unified 4.3 The Strange case of Britain</p>	<p>JULY JULY</p>	<p>Recall- “What lessons can we learn about unity and diversity from Europe’s experience?” Based on class 9th</p>	<p>Discussion Method Explanation with Storytelling + chart Display allegories like <i>Germania</i> and <i>Marianne</i>; students interpret their symbolism. Use of ICT</p>	<p>CG-2 Analyses important phases in world history and draws insight to understand the present - day world.</p>	<p>C-2.4 Explain the growth of new ideas and practices across the world and how they affected the course of world history. C-2.5 Recognise the various practices that arose, such as came to be condemned later on (such as racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and have left unhealed wounds.</p>	<p>The students will be able to ➤ Infer how French Revolution had an impact on the European countries in the making of a 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.</p>		
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<p>GEO 2</p>	<p>Forest and Wildlife Resources (6 DAYS)</p>	<p>Introduction 1-Flora and Fauna in India 2- Conservation of forest and wildlife in India 3-Types of Distribution of forest and Wildlife Resources 4- Community and Conservation</p>		<p>JULY</p>	<p>JULY</p>	<p>Case study on Project Tiger or Chipko Movement.</p>	<p>Explanation and Discussion Method Critical Thinking-<i>Forest Guardians vs. Resource Users</i> – students debate conservation vs. development. Use of ICT</p>	<p>CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region.</p>	<p>C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation</p>	<p>The students will be able to</p> <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 ➤ Summarise the reasons for conservation of biodiversity under sustainable development. ➤ Discuss how developmental works, grazing wood cutting have impacted the forests <p>Use art integration to summarise and present the reasons for conservation of biodiversity in India under sustainable development.</p>	<p>ASSESSMENT AS LEARNING</p>
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<p>ECO 2</p>	<p>Sectors of the Indian Economy (10 DAYS)</p>	<p>Introduction 1- Sectors of Economic activities 2-Comparing the Three Sectors 3- Primary ,Secondary and Tertiary Sectors in India 4- Division of sectors as Organized and Unorganized 5- Sectors in terms of Ownership :Public and Private sectors</p>	<p>How to create more Employment?</p>	<p>AUG</p>	<p>AUG</p>	<p>“Sector Role Play Market”- Divide the class into three groups: <ol style="list-style-type: none"> 1. Primary Sector (farmers, fishermen, miners) 2. Secondary Sector (factory workers, manufacturers, builders) 3. Tertiary Sector (teachers, shopkeepers, transporters, IT professionals) </p>	<p>Discussion Method Explanation- Use of pie charts and data showing GDP contribution of each sector, Case study Use of ICT</p>	<p>CG-7 Develops an understanding of the economy of a nation, with specific reference to India.</p>	<p>C-7.1 Defines key features of the economy . such as production, distribution, demand, supply, trade, and commerce, and factors that influence these aspects (including technology) C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country’s economy, especially India C-7.3 Distinguishes Between ‘unorganized’ and ‘organized’ sectors of the economy and their role in production for the local market in small, medium, and large-scale production centres (industries), and recognizes the special importance of the so called ‘unorganized’ sector in Indian economy and its connections with the self-organizing features of Indian society.</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> ➤ Analyse 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. ➤ Summarise how the organised and unorganised sectors are providing employment ➤ Enumerate the role of the unorganised sector in impacting Per Capita Income currently and propose suggestive steps to reduce the unorganised sector for more productive contributions to GDP. <p>Enumerate and infer the essential role of the Public and Private sectors</p>	
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<p>GEO 3</p>	<p>Water Resources (6 DAYS)</p>	<p>Introduction 1- Water Scarcity and the need for Water Conservation and Management 2- Multi-purpose River Projects and Integrated Water Resources Management 3- Water Harvesting</p>		<p>AUG</p>	<p>AUG</p>	<p>Encourage students to share local examples (e.g., rivers in Maharashtra, borewell use, rooftop harvesting). <i>“Drops of Life Relay”</i> where students act as River Keepers, Groundwater Guardians, Rain Collectors.</p>	<p>Discussion Method Explanation- Use of India’s map to show rivers, dams, and rainfall distribution. Analyze multipurpose river valley projects and their pros/cons. Reflect on the need for rainwater harvesting and local practices. Use of ICT</p>	<p>CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region.</p>	<p>C-4.2 Explains important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> ➤ Examine the reasons for conservation of water resource in India. ➤ Analyse and infer how the multipurpose projects are supporting the requirement of water. 	<p>ASSESSMENT FOR LEARNING</p>
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<p>HIS 5</p>	<p>Print Culture and the Modern World (12 DAYS)</p>	<p>Introduction 1- The First Printed Books 2- Print Comes to Europe 3 - The Print Revolution and its Impact 4 -The Reading Mania 5 – The Nineteenth Century 6- India and the World of Print 7- Religious Reform and Public Debates 8- New Forms of Publication</p>	<p>1.1 Print in Japan 2.1 Gutenberg and the Printing Press 3.1 A new Reading Public 3.2 Religious Debates and the Fear of Print 3.3 Print and Dissent 4.1 Tremble, therefore, tyrants of the world! 4.2 Print Culture and the French Revolution 5.1 Children, Women and Workers 5.2 Further Innovations 6.1 Manuscripts before the age of Print 6.2 Print Comes to India 8.1 Women and Print</p>	<p>AUG</p>	<p>AUG</p>	<p>“Guess the Medium”: Show students a handwritten manuscript, a printed book, and a newspaper. Ask them to guess which came first and discuss how each changed communication.</p>	<p>Discussion Method and Explanation- Analyze how print shaped modern society, politics, and nationalism. Use of ICT</p>	<p>CG-2 Analyses the important phases in world history and draws insights to understand the present-day world. CG-9 Understands and appreciates the contribution of India through history and present times, to the overall field of Social Science, and the disciplines that constitute it</p>	<p>C-2.4 Explains the growth of new ideas and practices across the world (including humanism, mercantilism, industrialization, scientific developments and explorations, imperialism, colonialism, the rise of new nation-states across the world, and various technologies including the most current) and how they affected the course of world history.</p>	<p>The students will be able to</p> <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 	
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		9- Print and Censorship	8.2 Print and the Poor People								
D.P 3	Gender, Religion and Caste (10 DAYS)	Introduction 1- Gender and politics 2- Religion, Communalism and politics 3- Caste and politics	Women political Representation 2.1 Communalism 2.2 Secular State 3.1 Caste in politics 3.2 Politics in Caste	SEP	SEP	“Identity Cards” : Students write one aspect of their identity (gender, religion, hobby, language) on a card. Mix and redistribute. Each student introduces themselves using the new identity. Discussion: How does identity shape	Discussion Method and Explanation- Analyze both the positive role of social differences (representation, diversity) and the negative role (conflict, discrimination). Explore constitutional provisions and democratic practices that address these divisions. Use of charts showing gender participation in politics, caste-based representation, and religious diversity in India. Use of ICT	CG-6 Understand and analyse social, cultural, and political life in India over time – as well as the underlying historical Indian ethos and philosophy of unity in diversity – and recognises challenges faced in these areas in the past and present and the efforts (being) made to address them.	C-6.2 Understands that, despite C-6.1, forms of inequality, injustice, and discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonization), leading to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success.	The students will be able to ➤ Examine the role and differences of Gender, religion and Caste in practicing Democracy. ➤ Analyse that different expressions based on the differences, are healthy or not in a democracy	

<p>GEO 4</p>	<p>Agriculture (10 DAYS)</p>	<p>Introduction 1- Types of Farming 2- Cropping Pattern 3- Food crops other than Grains 4- Non - Food Crops 5- Technological and Institutional Reforms</p>	<p>1.1 Primitive, 1.2 Intensive Subsistence Farming and 1.3 Commercial Farming 2.1 Major Crops – Rice, Wheat, Millets, Pulses 3.1 Sugarcane, oil seeds, Tea, Coffee and Horticulture crops 4.1 Fiber crops, cotton, Jute</p>	<p>SEP</p>	<p>SEP</p>	<p>“Crop Match Challenge”: Students are given flashcards of crops (rice, cotton, tea) and must quickly match them with the correct region/state on India’s map.</p>	<p>Discussion Method and Explanation- Identify types of farming practices (subsistence, commercial, plantation). Explore major crops (food, fibre, beverage) and their distribution. Analyze challenges in agriculture (fragmented land, dependence on monsoon, low productivity) Case study Use of ICT</p>	<p>CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region</p>	<p>C-4.3 Draws inter linkages between various components of the physical environment, such as climate and relief, climate and vegetation, and wildlife.</p>	<p>The students will be able to</p> <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. 	
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ECO <u>3</u>	Money and Credit (7 DAYS)	Introduction 1- Money as a Medium of Exchange 2- Modern forms of Money 3- Loan activities of Banks 4- Two different Credit situation 5- Terms of Credit 6- Formal and Informal credit in India 7- Self Help Groups for the poor		SEP	SEP	“Barter vs Money Challenge” : Students try to exchange classroom items (pen for notebook) without money, then compare with a mock transaction using currency notes.	Discussion Method and Explanation- Use of flowcharts to show how money simplifies transactions compared to barter. Analyze the importance of banks, cooperatives, and self-help groups (SHGs) . Reflect on issues of credit accessibility, interest rates, and financial inclusion . Use of ICT	CG-8 Evaluate the economic development of a country in terms of its impact on the lives of its people and nature .	C-8.1 Gathers, comprehends, and analyses data related to income, capital, poverty, and employment in one’s locality, region and at the national level. Markets. C-8.3 Understands these features in the context of ancient India, with its thriving trade, both internal and external, and its well-established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world’s leading economies up to the colonial period	The students will be able to ➤ Enumerate how money plays as a medium exchange in all transactions of goods and services from ancient times to the present times. ➤ Analyse and infer various sources of Credit. ➤ Summarise the significance and role of self-help groups in the betterment of the economic condition of rural people/ women.	
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<p>D.P 4</p>	<p>Political Parties (10 DAYS)</p>	<p>Introduction 1- Why do we need political parties? 2- How many parties should we have? 3- Challenges to political parties 4- How can parties reformed?</p>	<p>1.1 Functions 1.2 Necessity 2.1 National parties 2.2 State parties</p>	<p>SEP</p>	<p>SEP</p>	<p>“Party Symbols Quiz”: Show students symbols (lotus, hand, cycle, etc.) and ask them to identify the party.</p>	<p>Discussion Method and Explanation- Use charts to show functions of parties and their role in democracy. Identify major national and state parties in India. Analyze functions of parties: contesting elections, policy making, representation. Explore challenges faced by parties (dynastic succession, money power, lack of internal democracy).</p>	<p>CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government</p>	<p>C-5.3 Explains that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties</p>	<p>The students will be able to ➤ 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.</p>	
<p>GEO 5</p>	<p>Mineral & Energy resources (10 DAYS)</p>	<p>Introduction 1- What is Minerals ? 2- Mode Of Occurrences of Minerals 3- Ferrous Minerals 4- Non -Ferrous 5- Non -Metallic Minerals Rock Minerals 6- Conservation of Minerals 7- Energy Resources</p>	<p>Classification of Minerals Iron ore, Manganese Copper, Bauxite Conventional and Non Conventional sources of energy Conservation of energy Resources</p>	<p>OCT</p>	<p>OCT</p>	<p>“Resource Treasure Hunt”: Students are given clues to identify minerals/energy sources (e.g., “Black gold” → coal, “Liquid gold” → petroleum).</p>	<p>Discussion Method and Explanation- Use of India’s map to show mineral belts (Chhota Nagpur Plateau, Maharashtra) and energy hubs. Case study on coal mining in Jharkhand or solar energy projects in Rajasthan. Use of ICT</p>	<p>CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region .</p>	<p>C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation</p>	<p>The students will be able to ➤ Differentiates between the conventional and nonconventional sources of energy. Analyses the importance of minerals and natural resources for economic development of the country. Suggests strategies for sustainable use of natural resources</p>	<p>ASSESSMENT OF LEARNING</p>

<p>GEO 6</p>	<p>Manufacturing Industries (10 DAYS)</p>	<p>Introduction of Manufacturing 1- Importances of Manufacturing 2-Agro based Industries 3- Mineral based Industries 4- Chemical Industries 5- Information Technology and Electronic Industries 6- Industrial Pollution and Environment Degradation 7- Control of Environmental Degradation</p>	<p>Classification of Industries Cotton , jute, Textile sugar Iron and Steel Industries,</p>	<p>NOV</p>	<p>NOV</p>	<p>“Industry Match Quiz”: Students match products (cotton cloth, steel rod, sugar, cement) with their respective</p>	<p>Discussion Method and Explanation- Identify types of industries (agro-based, mineral-based, chemical, engineering). Explore major industrial regions and their characteristics. Analyze challenges faced by industries (pollution, energy crisis, globalization). Use of ICT</p>	<p>CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region</p>	<p>C-4.5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> ☑ Enumerates the impact of manufacturing industries on the environment and develop strategies for sustainable development of the sector. ☑ Differentiates between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy. 4 ☑ Analyses the relation between the availability of raw material and location of the industry 	
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<p>ECO 4</p>	<p>Globalisation and The Indian Economy Sub topics: - What is Globalisation? Factors that have enabled Globalisation (03 DAYS)</p>	<p>Introduction 1- What is Globalisation? 2- Factors that have Enabled Globalisation</p>		<p>NOV</p>	<p>NOV</p>	<p>“Global Product Hunt”: Ask students to check labels of items they carry (pen, phone, clothes) and identify if they are made in India or abroad.</p>	<p>Discussion Method and Explanation- Identify key factors that have enabled globalisation (liberalisation, technology, transport, WTO). Analyze the impact of globalisation on Indian economy (positive and negative). Reflect on India’s role in the global economy today. Use of ICT</p>	<p>CG -8 Evaluate the economic development of a country in terms of its impact on the lives of its people and nature</p>	<p>C-8.3 Understands these features in the context of ancient India, with its thriving trade, both internal and external, and its well-established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world’s leading economies up to the colonial period.</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> ➤ Enumerate the concept of globalisation and its definition, evolution, and impact on the global economy. ➤ Evaluate the key role of the key major drivers of globalisation and their role in shaping the global economic landscape in various countries. <p>Comprehend the significance of role of G20 and its significance in the light of India's role.</p>	
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D.P 5	Outcomes of Democracy (10 DAYS)	<p>Introduction</p> <p>1- How do we assess democracy's outcomes?</p> <p>2- Accountable, responsible and legitimate government</p> <p>3-Economics growth and development</p> <p>4- Reduction of inequality and poverty</p> <p>5- Accommodation of social diversity</p> <p>6- Dignity and freedom of the citizens</p>		DEC	DEC	<p>“Democracy Report Card”: Students rate democracy in India on parameters like equality, accountability, and development.</p>	<p>Discussion Method and Explanation- Analyze how democracy promotes accountability, equality, and dignity.</p> <p>Evaluate democracy's limitations (inequality, corruption, slow decision-making). Reflect on real-world examples of democratic outcomes in India and globally. Use charts to show outcomes: political (regular elections), social (rights, equality), economic (development, welfare). Use of ICT</p>	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government.	C-5.5 Analyses the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as the media, civil society, socio-religious institutions, and community institutions.	The students will be able to Enumerates how the success of democracy depends on quality of government, economic well-being, inequality, social differences, conflict, freedom and dignity	
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GEO 7	Lifelines of National Economy (Map pointing) (02 DAYS)	Introduction Major Sea ports and International Air Ports	Map	DEC	DEC	<i>“Find the Route”:</i> Students trace the shortest route between two cities on India’s map (e.g., Nagpur to Mumbai) using railways or highways.	Discussion Method Map practice Use of ICT	Inter disciplinary project with chapter 3 of History: The making of a Global world and chapter 4 of Economics: Globalization and the Indian 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 Inter disciplinary project with chapter 3 of History: The making of a Global world and chapter 4 of Economics: Globalization and the Indian Economy	*Explain the importance of transport and communication in the ever-shrinking world. *Understand the role of trade in the economic development of a country	ASSESSMENT FOR LEARNING
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<p>HIST 4</p>	<p>The Age of Industrialisation (To be assessed as part of Periodic Assessment only) (04 DAYS)</p>	<p>Introduction 1- Before the Industrial Revolution</p> <p>2- Hand Labour and Steam Power</p> <p>3- Industrialization in the Colonies</p> <p>4- Factories Come Up</p> <p>5- The Peculiarities of Industrial Growth</p> <p>6- Market for Goods</p>	<p>1.1 The Coming Up of the Factory 1.2 The Pace of Industrial Change</p> <p>2.1 Life of the Workers</p> <p>3.1 The Age of Indian Textiles 3.2 What Happened to Weavers? 3.3 Manchester Comes to India</p> <p>4.1 The Early Entrepreneurs 4.2 Where Did the Workers Come From ?</p> <p>5.1 Small scale Industries Predominate</p>	<p>DEC</p>	<p>DEC</p>	<p>“Guess the Invention”: Show pictures of spinning jenny, steam engine, or textile mills. Students guess their names and discuss how they changed production.</p>	<p>Discussion Method Use timelines to show industrialisation in Britain, and maps to show textile centers in India. Case study on Manchester cotton industry vs Indian handloom industry. Use of ICT</p>	<p>CG-2 Analyses the important phases in world history and draws insights to understand the present-day world</p>	<p>C-2.4 Explains the growth of new ideas and practices across the world (including humanism, mercantilism, industrialization, scientific developments and explorations, imperialism, colonialism, the rise of new nation-states across the world, and various technologies including the most current) and how they affected the course of world history</p>	<p>Familiarize with the Pro- to-Industrial phase and Early – factory system. *Familiarize with the process of industrialization and its impact on labour class</p>	<p>ASSESSMENT OF LEARNING</p>
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