

**CLASS X -2025-26  
COURSE STRUCTURE**

<b>History (India and the Contemporary World-II)</b>			<b>20 Marks inclusive of map pointing</b>
<b>Section</b>	<b>Chapter No.</b>	<b>Chapter name</b>	<b>Marks</b>
I Events and processes	I	The Rise of Nationalism in Europe	18+2 map pointing
	II	Nationalism in India	
II Livelihoods, Economies and Societies	III	The Making of a Global World <b>(To be evaluated in the Board Examination</b> Subtopics: 1 to 1.3 Pre Modern World to Conquest, disease and trade)	
		<b>Interdisciplinary project as part of multiple assessments</b> (Internally assessed for 5 marks) Subtopics 2 to 4.4 –The nineteenth century (1815-1914) to end of Bretton Woods & the beginning of “Globalisation”	
	IV	The Age of Industrialisation <b>(To be assessed as part of Periodic Assessment only)</b>	
III. Everyday Life, Culture and politics	V	Print Culture and the Modern world	
<b>Geography (Contemporary India-II)</b>			<b>Marks-20 inclusive map pointing</b>
<b>Chapter No.</b>	<b>Chapter Name</b>		<b>Marks</b>
1	Resources and Development		17+3 map pointing
2	Forest and Wildlife Resources		
3	Water resources		
4	Agriculture		
5	Minerals and energy Resources		
6	Manufacturing Industries		
7	Lifelines of National Economy (Only map pointing to be evaluated in the Board Examination)		

	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)		
<b>Political Science (Democratic Politics-II)</b>			<b>20</b>
<b>Unit No.</b>	<b>Chapter No.</b>	<b>Chapter name</b>	<b>Marks</b>
I	1	Power-sharing	20
	2	Federalism	
II	3	Gender, Religion and Caste	
III	4	Political Parties	
IV	5	Outcomes of Democracy	
<b>Economics (Understanding Economic Development)</b>			<b>20</b>
<b>Chapter No.</b>	<b>Chapter name</b>		<b>Marks</b>
1	Development		20
2	Sectors of the Indian Economy		
3	Money and Credit		
4	<ul style="list-style-type: none"> <li>Globalisation and the Indian Economy to be evaluated in the Board Examination</li> <li>What is Globalisation?</li> <li>Factors that have enabled Globalisation</li> </ul>		
	<ul style="list-style-type: none"> <li>Interdisciplinary project as part of multiple assessment (Internally assessed for 5 marks)</li> <li>Production across the countries</li> <li>Chinese toys in India</li> <li>World Trade Organisation</li> <li>The Struggle for a Fair Globalisation</li> </ul>		
5	Consumer Rights (Project Work)		

**CLASS X (2025-26)  
COURSE CONTENT**

**HISTORY: India and the Contemporary World - II**

**Chapter I -The Rise of Nationalism in Europe**

**Learning outcome-** 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.

## **Chapter 2 Nationalism in India**

**Learning outcome-** 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

## **Chapter 3-. The Making of a Global World**

Subtopic 1. The pre-modern world

Subtopic 2. 19<sup>th</sup> century 1815-1914

Subtopic 3. The inter-war economy

Subtopic 4. Rebuilding of world economy: the post war era.

**Inter disciplinary Project** with chapter 7 of Geography: Lifelines of National Economy and chapter 4 of Economics: Globalisation and the Indian Economy

Refer Annexure III B

**Learning outcome-** 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.

## **Chapter 4-The Age of Industrialisation**

**Learning outcome-** The students will be able to

- Enumerate economic, political, social features of Pre and Post Industrialization.
- Analyse and infer how the industrialization impacted colonies with specific focus on India

## **Chapter 5. Print culture and the Modern World**

**Learning Outcome-** The students will be able to

- 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

## Geography: Contemporary India – II

### Chapter 1- Resources and Development

**Learning Outcome-** The students will be able to

- 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

### Chapter 2- Forest and Wildlife Resources

**Learning Outcome-** The students will be able to

- 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
- Use art integration to summarise and present the reasons for conservation of biodiversity in India under sustainable development.

### Chapter 3-Water Resources

**Learning Outcome-** The students will be able to

- Examine the reasons for conservation of water resource in India.
- Analyse and infer how the multipurpose projects are supporting the requirement of water.

### Chapter 4- Agriculture

**Learning Outcome**

- 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.

### Chapter 5- Minerals and Energy Resources

**Learning Outcome-** The students will be able to

- Enumerate the impact of manufacturing industries on the environment and develop strategies for sustainable development of the manufacturing sector.
- Differentiate between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy.
- Analyse the relation between the availability of raw material and location of the industry

### Chapter 7- Life Lines of National Economy

Interdisciplinary project with chapter 3 of History: The making of a Global world and chapter 4 of Economics: Globalisation and the Indian Economy

**Learning Outcome-**Refer Annexure III-B

## **Political Science: Democratic Politics - II**

### **Chapter 1- Power – sharing**

**Learning Outcome-** The students will be able to

- 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.
- Summarise the purpose of power sharing in preserving the unity and stability of a country

### **Chapter 2-Federalism**

**Learning Outcome-** 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.

### **Chapter 3- Gender, Religion and Caste**

**Learning Outcome-** 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 otherwise in a democracy

### **Chapter 4- Political Parties**

**Learning Outcome-** 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.

### **Chapter 5- Outcomes of Democracy**

**Learning Outcome-** 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.

## **Economics: Understanding Economic Development**

### **Chapter- 1. Development**

**Learning Outcome-** The students will be able to

- 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.

## **Chapter 2- Sectors of the Indian Economy**

**Learning Outcome-** The students will be able to

- 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.
- Enumerate and infer the essential role of the Public and Private sectors

## **Chapter 3- Money and Credit**

**Learning Outcome-** 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.

## **Chapter- 4. Globalisation and the Indian Economy**

**Subtopics:** What is Globalisation?

Factors that have enabled Globalisation.

**Interdisciplinary Project** with chapter 3 of History: “The making of a Global World”. And chapter 7 of Geography: “Lifelines of National Economy”

**Subtopics:**

- i. Production across the countries
- ii. World Trade Organisation
- iii. The Struggle for a Fair Globalisation

Refer Annexure III-B

**Learning Outcome-** The students will be able to

- 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.
- Comprehend the significance of role of G20 and its significance in the light of India's role.

## **5. Project work - Consumer Rights OR Social Issues OR Sustainable Development**

**Learning Outcome-** Refer Annexure III

**CLASS X (2025-26)**  
**MAP WORK**

Subject	Name of the Chapter	List of areas to be located/ labeled/ identified on the map			
History	Nationalism in India	<p><b>I. Congress sessions:</b></p> <ul style="list-style-type: none"> <li>• 1920 Calcutta</li> <li>• 1920 Nagpur</li> <li>• 1927 Madras session</li> </ul> <p><b>II. 3 Satyagraha movements:</b></p> <ul style="list-style-type: none"> <li>• Kheda</li> <li>• Champaran</li> <li>• Ahmedabad mill workers</li> </ul> <p><b>III. Jallianwala Bagh</b></p> <p><b>IV. Dandi March</b></p>			
Geography	Resources and Development	Identify Major Soil Types			
	Water Resources	<p><b>Locating and Labeling:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• Salal</li> <li>• Bhakra Nangal</li> <li>• Tehri</li> <li>• Rana Pratap Sagar</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• Sardar Sarovar</li> <li>• Hirakund</li> <li>• Nagarjun Sagar</li> <li>• Tungabhadra</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Salal</li> <li>• Bhakra Nangal</li> <li>• Tehri</li> <li>• Rana Pratap Sagar</li> </ul>	<ul style="list-style-type: none"> <li>• Sardar Sarovar</li> <li>• Hirakund</li> <li>• Nagarjun Sagar</li> <li>• Tungabhadra</li> </ul>	
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	Agriculture	<p><b>Identify:</b></p> <ul style="list-style-type: none"> <li>• Major areas of Rice and Wheat</li> <li>• Largest/Major producer states of Sugarcane, Tea, Coffee,</li> <li>• Rubber, Cotton and Jute</li> </ul>			
	Minerals and Energy Resources	<p><b>Identify:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <p><b>Iron Ore Mines</b></p> <ul style="list-style-type: none"> <li>Mayurbhanj</li> <li>Durg</li> <li>Bailadila</li> <li>Bellary</li> <li>Kudremukh</li> </ul> </td> <td style="width: 33%; vertical-align: top;"> <p><b>Coal Mines</b></p> <ul style="list-style-type: none"> <li>Raniganj</li> <li>Bokaro</li> <li>Talcher</li> <li>Neyveli</li> </ul> </td> <td style="width: 33%; vertical-align: top;"> <p><b>Oil Fields</b></p> <ul style="list-style-type: none"> <li>Digboi</li> <li>Naharkatia</li> <li>Mumbai High</li> <li>Bassien</li> <li>Kalol</li> <li>Ankaleshwar</li> </ul> </td> </tr> </table>	<p><b>Iron Ore Mines</b></p> <ul style="list-style-type: none"> <li>Mayurbhanj</li> <li>Durg</li> <li>Bailadila</li> <li>Bellary</li> <li>Kudremukh</li> </ul>	<p><b>Coal Mines</b></p> <ul style="list-style-type: none"> <li>Raniganj</li> <li>Bokaro</li> <li>Talcher</li> <li>Neyveli</li> </ul>	<p><b>Oil Fields</b></p> <ul style="list-style-type: none"> <li>Digboi</li> <li>Naharkatia</li> <li>Mumbai High</li> <li>Bassien</li> <li>Kalol</li> <li>Ankaleshwar</li> </ul>
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		<p><b>Locate and label: Power Plants</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Thermal</b></p> <ul style="list-style-type: none"> <li>• Namrup</li> <li>• Singrauli</li> <li>• Ramagundam</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Nuclear</b></p> <ul style="list-style-type: none"> <li>• Narora</li> <li>• Kakrapara</li> <li>• Tarapur</li> <li>• Kalpakkam</li> </ul> </td> </tr> </table>	<p><b>Thermal</b></p> <ul style="list-style-type: none"> <li>• Namrup</li> <li>• Singrauli</li> <li>• Ramagundam</li> </ul>	<p><b>Nuclear</b></p> <ul style="list-style-type: none"> <li>• Narora</li> <li>• Kakrapara</li> <li>• Tarapur</li> <li>• Kalpakkam</li> </ul>	
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	Manufacturing Industries	<ul style="list-style-type: none"> <li>• Manufacturing Industries (Locating and labeling only)</li> <li>• Cotton textile Industries: a. Mumbai, b. Indore, c. Surat, d. Kanpur, e. Coimbatore</li> <li>• Iron and Steel Plants: a. Durgapur, b. Bokaro, c. Jamshedpur, d. Bhilai, e. Vijayanagar, f. Salem</li> <li>• Software technology Parks: a. Noida, b. Gandhinagar, c. Mumbai, d. Pune, e. Hyderabad, f. Bengaluru, g. Chennai, h. Thiruvananthapuram</li> </ul>		
	Lifelines of National Economy	<p>Locating and Labeling</p> <p><b>a. Major Sea Ports</b></p> <table border="1" data-bbox="742 622 1418 808"> <tr> <td> <ul style="list-style-type: none"> <li>• Kandla</li> <li>• Mumbai</li> <li>• Marmagao</li> <li>• New Mangalore</li> <li>• Kochi</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Tuticorin</li> <li>• Chennai</li> <li>• Visakhapatnam</li> <li>• Paradip</li> <li>• Haldia</li> </ul> </td> </tr> </table> <p><b>b. International Airports</b></p> <ul style="list-style-type: none"> <li>• Amritsar (Raja Sansi-Sri Guru Ram Das ji)</li> <li>• Delhi (Indira Gandhi)</li> <li>• Mumbai (Chhatrapati Shivaji)</li> <li>• Chennai (Meenambakkam)</li> <li>• Kolkata (Netaji Subhash Chandra Bose)</li> <li>• Hyderabad (Rajiv Gandhi)</li> </ul>	<ul style="list-style-type: none"> <li>• Kandla</li> <li>• Mumbai</li> <li>• Marmagao</li> <li>• New Mangalore</li> <li>• Kochi</li> </ul>	<ul style="list-style-type: none"> <li>• Tuticorin</li> <li>• Chennai</li> <li>• Visakhapatnam</li> <li>• Paradip</li> <li>• Haldia</li> </ul>
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**Note**

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

**CLASS X  
QUESTION PAPER DESIGN**

**Subject Wise Weightage**

Subject	Syllabus	Marks (80)	Percentage
History	<ul style="list-style-type: none"> <li>• The Rise of Nationalism in Europe.</li> <li>• Nationalism in India:</li> <li>• The Making of a Global World Sub topics 1 to 1.3</li> <li>• Print Culture and the Modern World</li> <li>• Map pointing</li> </ul>	18+2	25%
Political Science	<ul style="list-style-type: none"> <li>• Power – sharing</li> <li>• Federalism</li> <li>• Gender, Religion and Caste</li> <li>• Political Parties</li> <li>• Outcomes of Democracy</li> </ul>	20	25%
Geography	<ul style="list-style-type: none"> <li>• Resources and Development</li> <li>• Forest and Wildlife Resources</li> <li>• Water Resources</li> <li>• Agriculture</li> <li>• Mineral &amp; Energy resources</li> <li>• Manufacturing industries.</li> <li>• Lifelines of National Economy (map pointing)</li> <li>• Map pointing</li> </ul>	17+3	25%
Economics	<ul style="list-style-type: none"> <li>• Development</li> <li>• Sectors of the Indian Economy</li> <li>• Money and Credit</li> <li>• Globalisation and The Indian Economy</li> </ul> <p style="margin-left: 20px;">Sub topics:</p> <ul style="list-style-type: none"> <li>➤ What is Globalisation?</li> <li>➤ Factors that have enabled Globalisation</li> </ul>	20	25%

### Weightage to Type of Questions

Type of Questions	Marks (80)	Percent age
<b>1 Mark- MCQs (20x1)</b> (Inclusive Of Assertion, Reason, Differentiation & Stem)	20	25%
<b>2 Marks- Long Answer Questions (4x2)</b> (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	8	10%
<b>3 Marks- Long Answer Questions (5x3)</b> (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	15	18.75%
<b>4 Marks- Case Study Questions (3x4)</b> (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	12	15%
<b>5 Mark- Long Answer Questions (4x5)</b> (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	20	25%
<b>Map Pointing</b>	5	6.25%

### Weightage to Competency Levels

Sr. No.	Competencies	Marks (80)	Percent-age
1	<b>Remembering and Understanding:</b> Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas.	24	30%
2	<b>Applying:</b> Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	11	13.25%
3	<b>Analysing, Evaluating and Creating:</b>  Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.  Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	40	50%
4	Map Skill	5	6.25%
	<b>Total</b>	<b>80</b>	<b>100%</b>

**CLASS X (2025-26)****GUIDELINES FOR INTERNAL ASSESSMENT: 20 MARKS**

Type of Assessment	Description	Marks
Periodic Assessment	Pen Paper Test.	5
Multiple Assessment	Quiz, debate, role play, viva, group discussion, visual expression, interactive bulletin boards, gallery walks, exit cards, concept maps, peer assessment, Self-assessment etc. through Interdisciplinary project	5
Subject Enrichment Activity	Project Work on Consumer Rights OR Social Issues OR Sustainable Development (Interdisciplinary)	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

**CLASS X  
PRESCRIBED TEXTBOOKS**

S.No.	Subject	Name of the Book	Publisher
1	History	India and the Contemporary World-II	NCERT
2	Political Science	Democratic Politics-II	NCERT
3	Geography	Contemporary India-II	NCERT
4	Economics	Understanding Economic Development	NCERT
5	Disaster Management	Together, towards a safer India- Part III	CBSE

## Project Work: Class IX

Project work	Competencies
<p>Every student must undertake one project on Disaster Management</p> <p><b>Objectives:</b> The main objectives of giving project work on Disaster Management to the students are to:</p> <ul style="list-style-type: none"> <li>• To create awareness in them about different disasters, their consequences and management</li> <li>• To prepare them in advance to face such situations</li> <li>• To ensure their participation in disaster risk reduction plans</li> <li>• To enable them to create awareness and preparedness among the community.</li> <li>• The project work helps in enhancing the Life Skills of the students.</li> <li>• Various forms of art must be integrated in the project work.</li> </ul>	<p>The students will develop the following competencies:</p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Use analytical skills.</li> <li>• Evaluate the situations during disasters.</li> <li>• Synthesize the information.</li> <li>• Find creative solutions.</li> <li>• Strategies the order of solutions.</li> <li>• Use the right communication skills.</li> </ul>

### Guidelines:

To realise the expected objectives, it would be required of the principals / teachers to muster support from various local authorities and organisations like the Disaster Management Authorities, Relief, Rehabilitation and the Disaster Management Departments of the States, Office of the District Magistrate/ Deputy Commissioners, Fire Service, Police, Civil Defence etc. in the area where the schools are located.

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

**The distribution of marks over different rubrics relating to Project Work is as follows:**

S.no	Aspects	Marks
a	Content accuracy and originality	2
b	Competencies exhibited and Presentation	2
c	Viva-Voce	1

- 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)
- The Project work can culminate in the form of PowerPoint Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and whichever is suitable to Visually Impaired Candidates.)
- The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.