

Social Sciences (Class-X)

a. History Class-X

| Learning Outcomes | Sources/Resources | Week-wise Suggestive Activities (to be guided by Parents with the help of teachers) |
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| <p>The learner</p> <ul style="list-style-type: none"> explains the concept of nationalism and the inherent features of a nation recognises the role of French revolution in spreading ideas of liberty and equality in Europe. analyse how the idea of nationalism and its various forms emerged in Europe. describes the role of revolutionaries in the creation of nation states. recognises the role of language in developing nationalist sentiments explains how female allegories came to represent the nation. observes map of Europe after 1815 and draws comparisons after creation of nation states. | <p>India and the Contemporary World http://ncert.nic.in/textbook/textbook.htm?iess3=2-5)</p> <p>Political Map of the World</p> <p>e-Resource <i>India and the Contemporary World II</i> http://ncert.nic.in/textbook/textbook.htm?iess3=2-5</p> <p><i>The French Revolution' in India and the Contemporary World I</i> http://ncert.nic.in/textbook/textbook.htm?iess3=2-5</p> <p>e-Resources <i>India and the Contemporary World II</i> http://ncert.nic.in/textbook/textbook.htm?iess3=2-5</p> <p><i>Giuseppe Mazzini</i> https://www.britannica.com/biography/Giuseppe-Mazzini/Triumvir-of-republican-Rome</p> | <p>Theme: The Rise of Nationalism in Europe</p> <p>WEEK 1</p> <ul style="list-style-type: none"> The students may be advised to interpret a primary source: 'What is a Nation' by Ernst Renan. (p. 4) The students may identify the inherent features of a nation in the source. A discussion may be initiated on the features that are common amongst nations in the present day. The students may be asked to identify and list out names of such nations in contemporary times and locate them on a world map. <p>WEEK 2</p> <ul style="list-style-type: none"> The teacher may ask students to prepare a chart listing those measures taken by French revolutionaries to create a sense of collective identity. The chart may also contain visuals/images. The teacher may prepare a set of ten quiz items on the role of the French revolution in spreading the idea of the nation in Europe. Students may be encouraged to participate in the quiz. The teacher may encourage students to draw comparison between a nation – state and monarchy along with examples. <p>WEEK 3</p> <ul style="list-style-type: none"> The teacher may prepare a glossary of |

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| | <p>e-Resources</p> <p><i>India and the Contemporary World II</i> http://ncert.nic.in/textbook/textbook.htm?iess3=2-5-----</p> <p><i>Material</i> <i>India and the Contemporary World II</i> http://ncert.nic.in/textbook/textbook.htm?iess3=2-5-----</p> | <p>terms from the textbook such as Plebiscite, Conservatism, Suffrage, Nationalism, Nation-State, Allegory, etc., and share with students.</p> <ul style="list-style-type: none"> • The teacher may then prepare a 'Match the Following' chart asking students to match the term along with its appropriate meaning. • Students may be asked to observe the map of Europe after the Congress of Vienna, 1815 (p. 6) and a map of modern-day Europe. They may write the changes they observe and discuss. • The teacher may initiate a discussion on the role of language and folklore in developing nationalist sentiments in Europe. <p>WEEK 4</p> <ul style="list-style-type: none"> • The students may be asked to: <ul style="list-style-type: none"> ❖ make a comparative chart on the development of Germany and Italy as nation states. Students may be divided into two groups- one group may work on Germany and the other on Italy. After completion a discussion may be initiated. ❖ gather information and analyse the role of the Italian revolutionaries Giuseppe Mazzini and Giuseppe Garibaldi and their vision ❖ observe the female figures who represented nations. They may be asked to identify their attributes and symbols- Germania, Marianne, etc. ❖ prepare a list of symbols pertaining to nationalism and explain their attributes and significance. |
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b. Political Science - Class-X

| Learning Outcomes | Sources/ Resources | Week-wise Suggestive Activities (to be guided by Parents with the help of teachers) |
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| <p>The learner</p> <ul style="list-style-type: none"> ➤ explains sharing of power among the Legislature, the Executive and the Judiciary. ➤ demonstrates their skill by preparing illustrations on sharing of power. ➤ explains—the concept of democracy. | <p>NCERT/State Textbook-Chapter-1-Power Sharing</p> <p>Web Resources</p> <p>e-Pathshala Print materials like Newspaper, Magazines, etc. Important quotes of personalities Kindle book e-materials</p> | <p>WEEK 1</p> <ul style="list-style-type: none"> • Students may be asked to prepare a short note on the Power sharing and share it with their peers. Through e-mail WhatsApp. • Discuss with your parents on the functioning of Democracy • Design a mock parliament and make a note of the issues to be discussed during the different sessions of the Parliament. Share with your friends on mobile phone, email, WhatsApp. • Prepare a Flow Chart on different Organs of the Government. |
| <ul style="list-style-type: none"> ➤ identifies Federal Political Systems of the World ➤ compares and Contrasts between Federal and Unitary Form of Government. | <p>Chapter-2 Federalism</p> <p>QR Code e-pathshala</p> | <p>WEEK 2</p> <ul style="list-style-type: none"> • Locat places on the world map on countries having federal political system. • Prepar write-up on unique features of Federalism and Unitary System of Government. • Discuss with parents on what makes India a federal Country. • You may prepare a Chart giving items mentioned in the Union, State and in the Concurrent Lists. |
| <ul style="list-style-type: none"> • explains the manner in which democracy in India responds to social differences, divisions and inequalities • identifies the outcomes of social divisions • demonstrates an understanding of richness of our diversity. | <p>Chapter -3 Democracy and Diversity</p> <p>e-materials</p> <p>QR Codes e-book</p> <p>National Portal Kindle eBook Print materials, old Newspapers, Magazines, etc.</p> | <p>WEEK 3</p> <ul style="list-style-type: none"> • Prepare a table on different languages in our Country and share with peers • Discuss with parents on Democracy and Diversity in India • Prepare a write-up on Democracy and diversity in India and share with peers through mobile phone, e-mail, etc. |

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| <ul style="list-style-type: none"> • explain three kinds of social difference based on gender, religion and caste. • understand that gender is a social construct. It is a dynamic concept and varies from society to society. • explain terms like gender bias and gender stereotypes. | <p>NCERT/State developed Textbook</p> <p>Theme: Democratic Politics –II, Textbook in Political Science for Class-X, Chapter-4 Gender, Religion and Caste</p> <p>e-content QR- Code E-pathshala TV/Radio/YouTube</p> <p>Newspaper and Magazines</p> | <p>WEEK 4</p> <ul style="list-style-type: none"> • Prepare Charts on the following: <ul style="list-style-type: none"> ❖ Work done by men and women in the family in the whole day, paid/unpaid. ❖ Political representation of women in the Panchayats, Municipalities and the Parliament. • Prepare Glossary of terms • Share a write-up on social differences in contemporary India and share with your friends through e-mail. |
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c. Economics (Class-X)

Understanding Economic Development

| Learning Outcomes | Sources/ Resources | Week-wise Suggestive Activities (to be guided by Parents with the help of teachers) |
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| <p>The learner learns about various problems faced by the people around the world and understand the necessity of the combined effort for solving it (The learner's engagement in the Project will help them to recognise and examine the economic impacts of disasters).</p> | <p>Understanding Economic Development</p> <p>All chapters</p> | <p>WEEK 1-2</p> <p>Project–Socio-Economic Impact of the Pandemic COVID19</p> <p>Develop project on the socio-economic issues that can arise due to the pandemic COVID19 locally and globally.</p> <p>Hints</p> <p>Disasters have adverse consequences on the economic growth and development of the country. It effects different individuals, societies and countries in different manners. Hunger and poverty will also be on the rise, which effects mostly the vulnerable groups. The negative impacts are not inevitable, but these can be reduced by the way of creative solutions. This pandemic which has affected the whole world has its impacts on the</p> |

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| | | <p>economy of the country in various sectors, including health, transportation, agriculture, industry, banking tourism, etc. The inter connectedness of the modern economies, mainly due to globalisation, will have an impact on trade, both domestic and international. This can affect the production of various commodities. The rapid urbanisation, globalisation of the whole world has resulted in making an epidemic outbreak in one country turn into a global pandemic. The outbreaks are not simply a local phenomenon and therefore measures to counter the threat and reduce its impact need to be taken at a local as well as global level.</p> <p><i>Ponder over the following and prepare the project.</i></p> <ul style="list-style-type: none"> • How will the disaster effect the economic growth and development of various countries? • What are the factors that have led to the spread of this pandemic which is said to have originated in Wuhan, China to all over the world? • Who are the most vulnerable sections of the society during disasters? • What are the factors determining vulnerability? • Which are the sectors that will be affected more by the disaster? Classify it into primary, secondary and tertiary sectors. • How will it affect people who have taken loans especially from the non-formal sources of credit? • What steps has the government undertaken in response to the disaster? • What are the creative solutions that can be taken up to reduce the impact? • When disaster strikes, what can we do? <p><i>(This project will help in preparing the students for the next academic session as it covers all the chapters in the Class X Economics textbook. As the student reads through the hints provided and tries to find answer to the questions or ponder over them, they will learn about the content in the chapters: development, sectors of the economy, money and</i></p> |
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| | | <p><i>credit and globalisation. This learning will help the teacher while transacting these chapters later in the classroom.)</i></p> <p>WEEK 3</p> <p>Poster Making: Prepare posters on the measures that can be taken to avoid the disaster of the pandemic- COVID 19</p> <p>WEEK 4</p> <p>Prepare posters demonstrating the economic impact of the disaster on the vulnerable groups. Or Prepare posters/painting of the changes that they see in the environment after the lockdown</p> |
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d. Geography (Class-X)

| Learning Outcomes | Sources/ Resources | Week-wise Suggestive Activities (to be guided by Parents with the help of teachers) |
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| <p>The learner</p> <ul style="list-style-type: none"> identifies different types of resources defines important terms, such as, resource, renewable, non-renewable resources, etc. classifies types of resources on the basis of origin, exhaustibility, ownerships and status of development analyses the impact of conservation of | <p>Textbook- Contemporary India-II Chapter-1- Resources and Development</p> <p>Web Resources</p> <ul style="list-style-type: none"> Online E-learning portal School Bhuvan NCERT. <p>For Teacher</p> <ul style="list-style-type: none"> Topic “Basic Themes and Skills in Geography” – YouTube – NCERT official Topic “Geography in School | <p>WEEK 1</p> <p>Themes: Resources – Types, development of Resources</p> <ul style="list-style-type: none"> The teacher may initiate the topic by asking students to prepare a write up on the materials which are being used in our day to day life. Student may share the write up with the teacher and classmates through email or Whatsapp. The teacher may take cue from their write up and discuss about different types of resources by giving examples from the surroundings. Flowchart may be used to discuss about types of Resources and their examples. Concept of development and sustainable development may be discussed by the teacher. With the help of relevant newspaper clippings or internet sources students may be sensitised towards indiscriminate exploitation of resources. Students may prepare a short note on the need of resource planning in India. |

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| <p>natural resources on the life of people in any area in view of sustainable development</p> <ul style="list-style-type: none"> identifies land use categories interprets pie diagram showing land use changes identifies causes of land degradation and their consequences. appreciates methods of land conservation appreciates methods of soil conservation. | <p>Curriculum – YouTube – NCERT official</p> <p>QR Code given in the chapter may be used to consult the resource.</p> <ul style="list-style-type: none"> ➤ Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) <p>http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf Web Resource</p> <ul style="list-style-type: none"> Online E-learning portal School Bhuvan NCERT. <p>Web Resources</p> <ul style="list-style-type: none"> Online e-learning web portal School Bhuvan NCERT for interactive thematic maps on satellite imagery. <p>Soil https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58872d51472d4a1fef8118a9</p> | <ul style="list-style-type: none"> Students may be asked to prepare chart on the issues such as Depletion of Resources, Conservation of Resources, etc. Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) available on the NCERT website may be consulted by teacher and students to understand meaning of resources and other technical terms. <p>WEEK 2</p> <p>Theme: Land Resources, Land Use Pattern in India, Land Degradation and Conservation.</p> <ul style="list-style-type: none"> Students may be encouraged to relate pie diagram (Fig. 1.3) on page 5 and the maps showing physical features of India, water bodies given in the Atlas and School Bhuvan NCERT portal. Students may also prepare a short note about their State by highlighting the Land under important Relief features (Hint Fig. 1.3 p. 5). The teacher may explain the pie diagrams showing land use categories in different time periods in India, Fig. 1.4 on page 6, and ask students to write in their own words about reasons for the changes in land use pattern in India during this period. Students may prepare a chart or Flow chart to show the causes of land degradation and their consequences and share with their teacher and classmates. Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) available on the NCERT website may be consulted by teacher and student to understand meaning of technical terms given in the chapter. <p>WEEK 3</p> <p>Theme: Soil as a Resource, Classification of Soil, Soil Erosion and Conservations</p> <ul style="list-style-type: none"> The teacher may show different soil samples to help students recognise them by colour and texture. Distribution of soils in different parts of India may be shown on the map and on the web portal |
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| <ul style="list-style-type: none"> identifies different types of soils. describes characteristics of different types of soils. shows spatial distribution of soils in India identifies causes of Soil erosion explains methods of soil conservation. describes the term biodiversity and importance of conservation of biodiversity identifies reasons of decreasing biodiversit interprets newspaper clippings and visuals related to wildlife conservation analyses the impact of overuse of natural resources such as forests analyses indigenous and modern methods of | <p>https://h5p.org/node/480809</p> <p>QR Code given in the chapter may be used for better understanding of the concept</p> <ul style="list-style-type: none"> Solve the puzzle given on page 13 of the textbook. <p>Chapter -2 Forest and Wildlife Resources</p> <p>For spatial distribution of forests in India, refer to — “<i>State Forest Report of India</i>”, Government of India, www.fsi.nic.in</p> <p>Web Resource Online e-learning portal</p> <p>School Bhuvan NCERT for interactive thematic maps https://h5p.org/node/489615</p> <p>QR Code given in the chapter may be used for better understanding of the concept.</p> <p>www.ncert.nic.in</p> <p>India: Unity in</p> | <p>School Bhuvan NCERT</p> <ul style="list-style-type: none"> The teacher may demonstrate School Bhuvan NCERT portal and overlay thematic layers of maps of soils, rainfall and relief features and swipe these layers to establish cause and effect relationship. Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) available on the NCERT website in pdf file may be consulted by teacher and student to understand the meaning of gully and other technical terms. <p>WEEK -4</p> <p>Theme: Flora Fauna in India, categories of plants and animal species based on International Union for Conservation of Nature and Natural Resources (IUCN), Types and distribution of Forest and Wildlife Resources, Community and Conservations</p> <ul style="list-style-type: none"> The teacher may initiate the discussion with the help of Newspaper clippings related to forest fire and wildlife in India and the world. Students may talk with their parents or grandparents about the harmonious relationship between human beings and nature during their childhood days. They may also ask their parents and grand parents about the changes they observe in their surroundings. Students may prepare a write up on this and share with teacher and classmates through email or Whatsapp. Students may prepare a list or Flow chart of flora and fauna which are Endangered/Vulnerable/Extinct, etc. The Teacher may prepare Concept Map by linking the Forest and wildlife with physiography, climate, natural disasters, forest products, etc., and discuss with students. <p>Theme: The student may be encouraged to identify reserved forests areas located in their districts/State and share with teacher and classmates through email.</p> <ul style="list-style-type: none"> Locate the states on the map of India which have large areas under reserved forests. Locate the states on the map of India which have large areas under unclassed forests. Students may be encouraged to discuss with their |
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| <p>conservation of forests and wildlife</p> <ul style="list-style-type: none"> • predicts natural disasters due to deforestation • appreciates the role of community in conservation of forests and wildlife • constructs view arguments and ideas on the basis of information, for example, natural resources and their impact on cultural diversity of any region. | <p>Cultural Diversity (2018) http://tural.pdf/www.ncert.nic.in/publication/Miscellaneous/pdf_files/Unity_cul</p> <p>North East India; People, History and Culture, (2017), NCERT http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tineil01.pdf</p> | <p>parents or grandparents about the involvement of the communities in conservation of environment and share these stories with teacher and classmates through email.</p> <ul style="list-style-type: none"> • The teacher may narrate stories of communities involved in environmental conservation in different geographical regions of India. • The teacher may discuss life of marginalised sections of the society, for example, forest dwellers by taking examples from Central India and North East region. • With the help of online e-learning portal School Bhuvan NCERT, the teacher may encourage student to explore the regions where natural disasters like landslides and floods occur frequently due to deforestation and soil erosion. • Students may prepare write up or chart on conservation of forests. • Students may be asked to collect information about foods, dress, festivals, etc., of different regions of India from the books India: Unity in Cultural Diversity (2018), NCERT, and North East India; People, History and Culture, (2017), NCERT. (These books are available on website of NCERT www.ncert.nic.in) and relate them with diverse natural resources available in these regions. |
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