

CLASS: X

SUBJECT: GEOGRAPHY (2026-27)

COURSE OBJECTIVE:

1. **Exploring Human Geography:** Study the utilization of natural resources like forest, water, minerals and energy. Analyze the pattern of agriculture and industry in India.
2. **Fostering environmental awareness:** Recognize the importance of conservation and sustainable management of the resources. Understand the implications of environmental issues created from both the sources i.e. nature and humans.
3. **Developing map skills:** Enhance skill in interpreting and creating maps especially the thematic maps. Building the ability to identify geographical locations along with its importance.
4. **Encouraging national and regional perspectives:** Compare and contrast geographical phenomena at national and regional levels. Develop an appreciation for the diversity and interdependence of various regions and cultures.
5. **Promoting critical thinking and problem-solving:** Analyzing geographical data to make informed decisions about resource management and environmental planning. Explore solutions to geographical challenges, emphasizing on sustainability and equity.

Assessment Objectives	What Does This Mean?	What is to be tested?
Knowledge	Do you know your facts? It tests your knowledge and memory.	Questions based on all the cognition levels are distributed throughout the
Understanding	Can you use the facts to solve problems? Your analytical powers are tested.	

Assessment Objectives	What Does This Mean?	What is to be tested?
Application	Can you apply the knowledge in real life situations? It involves the ability to explore, think through an issue, and reason logically to solve non-routine as well as routine problems. Many current affairs will be addressed based on the topics of content.	paper according to the weightage mentioned as per the board pattern.
Drawing and Interpretation	Can you relate to things around you socially, politically and geographically? Can you depict through maps and diagrams what you know?	

Pen Paper Test	5 Marks	• Subject knowledge • Achievements of the student in the subject throughout the year
Notebook/Map booklet	5 Marks	• Work done (Activities/ Assignments) • Content, neatness & relevance
Multiple Assessment (MA)	5 Marks	• Classwork • Mind mapping on any of the topics given in the course book. • Evaluation criteria: Content, presentation, utility, relevance & neatness.
Subject Enrichment Activity	5 Marks	Project Work

		• Content, presentation, creativity & viva-voce
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TERM-I CLASS-X SUBJECT: GEOGRAPHY

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
April	Resources & Development • Resource Development • Resource Planning • Land Resources • Soil Types • Soil Erosion • Conservation Measures	• Examine the significance, interdependence, utilization development need of Planning of resources in India. • Summarise the rationale for development of resources. • Analyse the need to conserve all the resources. • Examine the significant role for resource planning in the light of the present requirements in India. • Identify major land use categories in India and analyses factors affecting land use (physical & human). • Examine causes of land degradation and proposes practical measures for land conservation. <u>Zero Waste Activities</u>	Inside Activity: • On the political map of India identify the major soil types of India Art Integration: • Land Use Pie Chart Art Hand-draw a colorful pie chart of India's land utilization (net sown, forests, barren) with artistic labels. (1.1.2: Study of lines, strokes, colours and shades) • Draw a comparative table of India's six major soil types. Mention distribution, main features, crops grown, and conservation methods for each. (5.3.2 Chart tabulation) Outside Activity:	07

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
	Forest & Wildlife	• Waste Material 3D Soil Profile Model Material: used transparent cup/bottle, dry leaves, tea dust/coffee grounds, sand/soil, small pebbles. • Task: Layer it as soil horizons (humus/topsoil/subsoil/parent rock) and label with scraps of paper. • Link it to: fertility, erosion, conservation. • Examine the importance of conserving forests and wild life and their interdependency in maintaining the ecology for the sustainable development of India. • Analyze the role of grazing and wood cutting in the development and degradation. • Comprehends the reasons for conservation of biodiversity in India under sustainable development.	• Take a tour of school campus- identify different types of resources and categories them. Interactive Panel Activity: https://www.youtube.com/watch?v=4aB3PbWUpqY- Soil types https://www.youtube.com/watch?v=A2EcAPgPvml Rio Earth Summit, 1992 https://www.youtube.com/watch?v=4aB3PbWUpqY Soil Formation Inside class Activity:	

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
May	Resources • Forest Classification: Differentiating between Reserved, Protected, and Unclassed forests. • Conservation Framework: Detailing the Indian Wildlife (Protection) Act, 1972 and species-specific programs like Project Tiger. • Community Involvement: Studying movements like Chipko, Beej Bachao Andolan, and Joint Forest Management (JFM)	• Examine the reasons for conservation of water resource in India. • Analyze and infer how the Multipurpose projects are supporting the requirement of water in India. • Competencies based learning objectives as per NCF 2023- C-4.5 Critically evaluate the impact of human	• To make a flowchart of types of forests on the basis of administration. (5.3.2 Chart tabulation) Art Integration Activity: • Prepare a list of major Indian environmental movements and write 2–3 lines on each, highlighting their aim. (1.6.1- Indian Art and Culture) • To make a collage of vegetation and the wildlife found in your state. (1.1.10- Collage/mosaic work using magazine cuttings of local flora-fauna) Interactive Panel Activity: https://www.youtube.com/watch?v=E9UUBi70ijE&t=5s Forests and Wildlife Resources	04

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
June	Water Resources • Water Scarcity- Freshwater Availability, Scarcity Causes, Conservation Need • Multi-Purpose Dams- River Projects, Irrigation Power, Flood Control • Rainwater Harvesting: Methods Techniques, Traditional Systems, Modern Practices	interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity. • Define agriculture and categorize it as a primary economic activity. • Examine the crucial role played by agriculture in our economy and society. • Differentiate between primitive subsistence, intensive subsistence, and commercial farming.	Inside class Activity: On the map of India locate the following dams: • Salal, Bhakra Nangal, Tehri, Rana Pratap Sagar, Sardar Sarovar, Hirakud, Nagarjuna Sagar, Tungabhadra Art Integration Activity: • Draw a neat, labelled diagram of any one traditional water harvesting system—Johad, Tankas, Kuls, or Khadins. (1.1.3: Sketching from nature/surrounding) Interactive Panel Activity: https://www.youtube.com/watch?v=-87IN7CVTkU- Three Gorges Dam https://www.youtube.com/watch?v=QLOGvbSrIDk Water Conservation Activities	06

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
	Agriculture • Agriculture as a primary economic activity. • Types of farming in India. • Cropping seasons: Rabi, Kharif, Zaid • Major food and cash crops and their distribution. (map work) • Agricultural reforms: Green Revolution, White Revolution, Bhoodan–Gramdan.	• 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.	Inside Class Activity On the political map of India identify the following: • Major areas of wheat and rice. • Largest/ major producers of sugarcane, tea, coffee, rubber, cotton and jute. Art integration- • Organize a structured observation and documentation exercise within the school's own botanical garden, vegetable patch, or herb garden. (1.5.4. Participating in study visits: School Botanical/Vegetable Garden) • Mind Map: "The World of Indian Crops" 1.1.1, 1.1.8, 1.1.9 (Study of visual resources, use of various media, pencil/colour). Interactive Panel Activity:	06

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
July	Minerals and Energy Resources Classification of Minerals	- 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. Community and Partnership Activity: Crop Carnival: This Activity will enlighten the students regarding the History of crops, Geographical conditions required for different crops, nutritional value of different crops, and Economic	https://www.youtube.com/watch?v=wBcnU UkдавE Hydroponics agriculture- a new technique in agriculture sector. https://www.youtube.com/watch?v=RXNjG kJe7fY Different Types of Agriculture / Farming Methods - Exploring Sustainable Practice Inside Class activity: On the political map of India identify the following: - IRON ORE MINES: Mayurbhanj, Durg, Bailadila, Bellary, Kudremukh. - COAL MINES: Raniganj, Bokaro, Talcher, Neyvali. - OIL FIELDS: Digboi, Naharkatia, Mumbai High, Bassien, Kalol, Ankaleshwar.	

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
August	• Meaning and importance of minerals and energy resources • Distribution and uses of major minerals: iron ore, coal, petroleum, natural gas, bauxite. • Conventional and non-conventional energy resources. • Importance of sustainable use of resource.	value of different crops. Local farmers and agricultural experts will be interacting with the students. • 1.5.3 Planning and organizing festivals and celebrations of the community	• THERMAL POWER PLANTS: Namrup, Singrauli, Ramagundam, • NUCLEAR POWER PLANTS: Narora, Kakrapara, Tarapur, Kalpakkam. Art Integration Activity (1.1.13 – Visual Arts) Study the folk art of your home state and use its traditional patterns or motifs on an outline map of your paired state (as per CBSE guidelines) to show the distribution of minerals. Use different colours or folk motifs to represent coal, iron ore, and bauxite. Add a proper title and legend, and write 2–3 lines explaining how the folk art has been integrated with the map work. Interactive Panel Activity: https://www.youtube.com/watch?v=K6FasptWdeU This Is What Happens When We Mine for Metals	



MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
			https://www.youtube.com/watch?v=x050aEQ9uHU Types of Occurrence of Minerals Revision for MT Examination.	07
				05

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
September				

TERM-II CLASS-X SUBJECT: GEOGRAPHY

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
October	Manufacturing Industries • Meaning and importance of manufacturing industries • Factors affecting location of industries • Classification of industries: agro-based, mineral-based, small-scale, large-scale.	• 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	Inside Class Activity: On the political map of India locate and label the following: • Software Technology Parks: Noida, Gandhinagar, Mumbai, Pune, Hyderabad, Bengaluru, Chennai, Thiruvananthapuram, Indore • Iron and Steel Plants: Durgapur, Bokaro, Jamshedpur, Bhilai, Vijayanagar, Salem • Software Technology Parks	06

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
	- Major industries of India: cotton textile, iron and steel, sugar, cement, automobile. - Industrial pollution and measures to control it. - Role of manufacturing industries in economic development and employment	raw material and location of the Industries. Inter disciplinary project with chapter 3 of History: The making of a Global world and chapter 4 of Economics: Globalization and the Indian Economy Community and Partnership Activity: Financial Literacy Camp: It will help the students to get insight into the History of money, Geographical map of coinage, practical skill related to savings, geo politics of money, investments, digital currency. It will also be associated with workshops and interactive activities. To explain the special features and significance of	Noida, Gandhinagar, Mumbai, Pune, Hyderabad, Bengaluru, Chennai, Thiruvananthapuram Art integration- Activity: Write a short article on one type of industrial pollution or one industrial disaster, explaining its causes, effects, and control measures/lessons. (1.1.1 and 1.3.1) Interactive Panel Activity: https://www.youtube.com/watch?v=Ag_UGbaAGtY Spinning Process https://www.youtube.com/watch?v=q8porDTUWe4 Industrial Pollution https://www.youtube.com/watch?v=hhU1TqBqKVo Trailer of 'An Unequal Fight': A Film on Industrial Pollution Inside Class Activity: On the political map of India locate and label:	

SHANTI MISSION ACADEMY

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
December	PRE BOARD I			
January	PRE BOARD II			
February				

ASSESSMENT PATTERN

The academic year is divided into two terms. Students will be evaluated through formal assessments as well as through their day-to-day performance under the Continuous and Comprehensive Evaluation (CCE).

Four formal assessments will be conducted in the academic session, twice during each term:

- Pre-Mid-Term Assessment (PA1)
- Mid-Term Assessment (MT)
- Pre- Board I
- Pre-Board II

Evaluation of Academic Subjects: Class X

Type of Assessment	Date	Duration of Written Assessment	Max Marks	Portion to be tested
Pre-Mid-Term Assessment (Written & Continuous Assessment) (PA-1)	29.06.2026 TO 07.07.2026	90 Minutes	Written – 40 marks	1. Resource & Development (with map of soil types) 2.Forest & Wild Life Resources
Mid-Term Assessment (TERM –I)	14.09.2026 TO 30.09.2026	3 hours	Written – 80 marks,	1. Resources & Development 2.Forest & Wild Life Resources 3.Water Resources
PRE- BOARD - I	16.12.2026 TO 30.12.2026	3 hours	Written – 80 marks,	1. Resources & Development 2.Forest & Wild Life Resources 3.Water Resources 4.Agriculture 5. Mineral & Energy Resources 6. Manufacturing Industries

Type of Assessment	Date	Duration of Written Assessment	Max Marks	Portion to be tested
				7. Lifelines of National Economy (Only Map Work)
PRE – BOARD - 2	18.01.2027 TO 30.01.202	3 hours	Written – 80 marks	1. Resources & Development 2. Forest & Wild Life Resources 3. Water Resources 4. Agriculture 5. Mineral & Energy Resources 6. Manufacturing Industries 7. Lifelines of National Economy (Only Map Work)

CCE will comprise of continuous assessment based on the following criteria

TERM -1

Term	S. No	Name of the Activity and Description	Evaluation criteria/ Rubrics	Duration of assessment	Learning Outcome
1	1.	Multiple Assessment 1. Economics Activity 2. History/Political Science Activity Indian Independence Movement - Nationalism in India	Accuracy, neatness	1 period	- To develop an understanding of historical interpretations. - To integrate the argument and statement into the existing body of historiographical literature.
	2.	Subject Enrichment 1. & 2. Project Work -Sustainable Development/Current Social Issues/ Consumer's Right (Only Introduction and Questionnaire)	Questionnaire for Project Work	5 periods (As per CBSE)	- To expose students to the real world. - To open an extended inquiry process. - To boosts the communication skills. and interdisciplinary learning.
	3.	Class Work/ Home Work Record/ Class Participation and Response Concept maps/ Flow Charts	Creativity, neatness and content, relevance	1 period	- Understand relationships and concepts. - Develop deeper understanding. - Comprehend complex topics by simplifying them.

TERM-2

Term	S. No	Name of the Activity and Description	Evaluation criteria/Rubrics	Duration of assessment	Learning Outcome
2	1.	Multiple Assessment 1. Graphical representation using Fish Bone diagram- Draw a fishbone diagram to show the causes of industrial pollution	Application of concept, visual appeal, neatness and comparative conclusion	1 period	- To develop an understanding of industrial pollution as an environmental issue. - To organise and present information clearly through a visual diagram.
	2.	Subject Enrichment 1. & 2. Complete Social Science Project (Sustainable Development/Current Social Issues/ Consumer's Right)	Submission of final project.	5 Periods (As per CBSE)	- To expose students to the real world. - To open an extended inquiry process. - To boosts the communication skills and interdisciplinary learning.
	3.	Class Work/ Home Work Record/ Class Participation and Response	Creativity, neatness and content, relevance Research Work- 2	30 minutes	- Understand relationships and concepts. - Develop deeper understanding.

Term	S. No	Name of the Activity and Description	Evaluation criteria/Rubrics	Duration of assessment	Learning Outcome
		Concept maps/ Flow Charts	Presentation & Content relevance- 1 Competencies- 2		Comprehend complex topics by simplifying them.

THE DETAILS OF WRITTEN ASSESSMENT

How will the students be evaluated? (Blue Print)

This section includes the structure of question paper and the marks distribution pattern for various types of questions.

PRE-MIDTERM AND POST-MIDTERM TEST

History (20 marks) + Geography 10 marks) + Economics (10 marks): Total=40 (Duration: 2 Hrs.)

	GEOGRAPHY (SECTION B)		
	NO. OF QUESTIONS	MARKS	TOTAL
MCQs/Objective Questions	3	3	3
Short Answer Type	1	2	2
Long Answer Type	1	5	5
Case Based Questions	1	4	4
Map based Questions	-	-	-
	6	TOTAL MARKS = 10	

ANNUAL EXAM/PB I and II

History (40 marks) + Geography (20 marks) + Economics (20 marks): Total= 80 (Duration: 3 Hrs.) (As per CBSE Board pattern)

	GEOGRAPHY (SECTION B)
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	NO. OF QUESTIONS	MARKS	TOTAL
MCQs	6	6	6X1=6
Very Short Answer Type	1	2	1X2=2
Long Answer Type	1 (Internal Choice)	5	1X5=5
Case Based Questions	1	4	1X4=4
Map based Questions	1	3	1X3=3
	10	Total marks=20	