

CLASS: X**SUBJECT: HISTORY-POLITICAL SCIENCE (2026-27)****COURSE OBJECTIVE:**

Social Science is a compulsory subject up to secondary stage of school education. It is an integral component of general education because it helps the learners in understanding the environment in its totality and developing a broader perspective and an empirical, reasonable and humane outlook. This is of crucial importance because it helps them grow into well-informed and responsible citizens with necessary attributes and skills for being able to participate and contribute effectively in the process of development and nation-building. The Social Science curriculum draws its content mainly from History, Geography, Political Science and Economics.

The aims of Social Science in school education can be summarised as follows: as per NCF-2023

- a. Develop the disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.
- b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society.
- c. Foster ethical, human, and Constitutional values.

TERM-I CLASS-X SUBJECT: HISTORY-POLITICAL SCIENCE**SHANTI MISSION ACADEMY**

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
April	Rise of Nationalism in Europe	To Identify • The process of nationalism being developed along with the formation of nation states in Europe in the post-1830 period. To Distinguish • The difference between European nationalism and anti-colonial nationalism. To Explain • The idea of nationalism that emerged and led to the formation of nation states in Europe and elsewhere. • The nationalist tensions in the Balkans. • The nature of the diverse social movements of the time. To Infer	• Inside class - Map activity familiarising the location of various places studying the map of Europe after the Congress of Vienna 1815 and locating important places on the political outline map of Europe. • Interactive Panel Activities – (2 periods) Presentation and discussion on the Revolutions in Europe for forming nations. Animations /films /reading stories or novels related to revolutions. Art Integration Activity 1.Collection of flags of different European nations along with their currencies. (1.3.1) OR 2. Students to make a time travel brochure by choosing one country of Europe and tracing their journey of becoming a nation. (1.4.4)	21

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
		• How the French Revolution had an impact on the European countries in the making of nation state. • The evolution of the idea of nationalism which led to the formation of nation states in Europe and elsewhere. To Evaluate • The reasons which led to the First World War.		
May	Power Sharing	The Learner will be able – To Examine • The Power Sharing arrangements that aid to strengthen the democratic nature of Nation. • The concept of Majoritarianism in contrast to power sharing. To Recognise	• Inside class - * Read relevant Newspaper articles/ clippings on Power sharing and present the findings in the form of flow chart. *Discuss various forms of power-sharing. → Classroom discussion on challenges faced by Belgium& Sri Lanka in ensuring effective power sharing. • Interactive Panel Activities – (2 periods) Quiz and timer can be used for	12

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
		- That intelligent sharing of power among legislature, executive and judiciary is pivotal to the design of democracy. - The need for power sharing in democracy. To Narrate - The different forms of power sharing To Explain - why it is desirable to share power in democracies. - The Challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing. To Appreciate - That the three organs of government are complementary to one other, none can dictate terms to the other. To Compare	3 Lists – Union List, State List and Concurrent List. Art Integration Activity Collage Making Comparison of Belgium and Sri - Lanka by comparing various aspects like Heads of States, Political parties, System of elections and the form of Government. (1.1.10)	

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
		- The two stories from Belgium and Sri Lanka and how democracies handle demands for power sharing. - The power sharing of India with Sri Lanka and Belgium. To Summarize - The purpose of power sharing in preserving the unity and stability of a country		
June	Federalism	- To Examine - The concept of Federalism and unitary system of governance. - The different kinds of federations- coming together and holding together federations. - The seven features of federalism - To assess	Inside class - Group discussion on the distribution of powers between Union and state Government and present the outcomes through presentations. / Debate on policies and politics that strengthens Federalism Art Integration Activity - To use newspaper clippings and cartoons to initiate a discussion on Centre- State relations. (1.1.10)	12

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
		- How India stands to the test of federalism. - To Recognise - The features of federalism which make India a federal state. - To Analyse - Centre State relation, outcomes and shortcomings of decentralization in India. how federalism is being practiced in India.	Interactive Panel Activities – (2 periods) – National Emergency of 1975 and video and art works of artists and poems can be discussed. Zero Waste Activity Tricolor Art with Natural Dyes Materials: Vegetable peels, turmeric, beetroot, spinach (for natural colors); used paper Activity: Make eco-friendly posters of: National flag Swadeshi slogans Leaders like Gandhi, Nehru, Subhas Chandra Bose	
July	Nationalism in India	To Explain About early Satyagraha undertaken by Gandhiji on his return to India.	Inside class - Sequence chart/ story Board/ Story telling pedagogy to Illustrate various facets of Nationalistic	18

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
		- Rowlatt Satyagraha leading to Jallianwala Bagh Tragedy. To Examine - The reasons for launching Khilafat – Non-cooperation Movement under leadership of Gandhi. - The launching of Civil Disobedience Movement and various sections that joined the movement. To Assess - The limitations of Civil Disobedience movement. - The contribution of leaders and other factors towards bringing a sense of collective belonging. - The effectiveness of the strategies applied by Gandhiji and other leaders in the movements organised by him.	movements that ushered in the sense of Collective Belonging Interactive Panel Activities – (2 periods) Videos on Dandi March, Jallianwala Bagh. Viewing the relevant Snippets from the movies/ video clippings depicting various events involving Gandhiji and other leaders and present findings as a comparative study. Art Integration Activity Students learn and sing three patriotic songs on the theme of universal love and amity (2.2.6)	

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
August	Nationalism in India...continued	The Learner will be able to – To Illustrate • Various facets of Nationalistic movements that ushered in the sense of Collective Belonging. To Summarise The effects of the First World War that triggered the two defining movements (Khilafat & Non-Cooperation Movement) in India	Map Work • Important Centers of Indian National Movement NCM and CDM (i) Champaran (Bihar) – Movement of Indigo Planters (ii) Kheda (Gujarat) – Peasant Satyagraha (iii) Ahmedabad (Gujarat) – Cotton mill workers Satyagraha (iv) Amritsar (Punjab) – Jallianwala Bagh incident (v) Chauri Chaura (UP) calling off the NCM (vi) Dandi (Gujarat) Civil Disobedience Movement • Indian National Congress Sessions (vii) Calcutta (Sept 1920) (viii) Nagpur (Dec 1920)	19

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
			(ix) Madras (1927) (x) Lahore (1929)	
September	Mid- Term Exams	_____	_____	0

TERM-II CLASS-X SUBJECT: HISTORY-POLITICAL SCIENCE

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
September	Gender, Religion and Caste	The Learner will be able to – To Evaluate Political expressions representing social differences	Inside class – Skit/ street play to enumerate how the differences in gender, religion and caste impact the democratic system.	13

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
		• Types of social differences that manifest as social divisions and inequalities. • Social differences based on gender and caste. • The role and differences of Gender, religion and Caste in practicing Democracy in India. To Examine • Status of women • sexual division of labour in India. • social differences based on religion. • Positive manifestation of religion in politics along with communalism and its negative manifestation in politics. To Assess • Political representation of women in India. To Analyse	Art Integration Activity Designing the Bulletin board on the idea of Secularism and Unity and Diversity (1.4.4) OR A puppet shows related to sensitive issues like class conflict, caste discrimination, gender inequality and communal conflicts. (1.4.1) Community Partnership Program – Crop Carnival – This program will enlighten students on the History of the crops, the Economic Value and the Geographical conditions required.	

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
		The status of caste inequalities in the past and work of social reformers		
October	The Making of a Global World To be Evaluated in the Board Examination: • Subtopics:1 to 1.3 Pre modern world to Conquest, Disease and Trade	The Learner will be able to - To Understand *Historical Interconnectedness: Recognize that societies were linked long before the 19th century through travellers, traders, and pilgrims, not just modern tech. Understand Disease Impact: Analyze how diseases like smallpox traveled with people, devastating populations, especially in the Americas. To Analyze *Trade Networks: Explain the role of the Silk Routes in connecting East and West for silk, spices, pottery, and precious metals.	Art Integration Activity Different cuisines and their origins can be put up in subject corner. (1.5.3) • Interactive Board Panel - Virtual gallery on the evolution of textile industry in India. (1.1.1)	3

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
		*Trace Food Travels: Identify how foods like potatoes, tomatoes, and chilies from the Americas became global staples, enriching diets. To Recognize Cultural Exchange: Learn how ideas, religions (Christianity, Buddhism), and cultural practices spread via trade routes. Identify Early Economic Shifts: See how pre-modern trade laid foundations for later globalization, leading to European dominance and resource exploitation.		
October	Political Parties	The Learner will be able to – To Examine • The meaning and role of political parties in the rise of democracies. • The work of political parties as vehicles of power sharing and as negotiators of	• Interactive Board Panel - History of any two Regional Parties of your State • Inside class activity – Collect Newspaper clippings on views of different political parties on issues and problems with in the country.	16

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
		social divisions in the arena of democratic politics. • Quality of Government. • The ever-increasing economic disparity • Social differences and conflict, freedom and dignity. To Appreciate • The role of political parties in electoral politics and in the making and working of governments. To Analyse • The need of political parties. • The number of parties required. • About the major political parties in India and problems faced by political parties. • Understand the process of parties getting elected. → Know the significance of right to vote and exercise the duties as citizen of	• Outside class activity - Visit to the party office/ call a party leader. Art Integration Activity: Drawing the symbols of National parties/ Regional parties. (1.1.3) Zero Waste Activity Create Book Bindings from Waste Materials Objective: Explore historical bookbinding with reused content. • Activity: Make booklets using scrap paper and bind them with old fabric, cardboard, or string. • Students can write or draw inside, mimicking early printed books. Zero-waste angle: All materials are reused.	

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
		nation. → Examine the role, purpose and no. of Political Parties in Democracy		
November	Outcomes of Democracy	To Assess • The outcomes of democracy • Turbulence in Democracy in the Neighbourhood To Enumerate • How a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity.	• Inside class - Graphic organizer to enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity. Interactive Board Panel – Election Analysis videos Art Integration Activity: ‘Art is a Voice’ book activity to be included. Any of the eleven artists and their related work to be included and students can express concerns about social issues. • Puppetry conveying the significance of Democracy. (14.1)	6
November	Print Culture and the Modern World	The Learner will be able to –	• Inside class - Graphic organizer to enumerates how a success of	12

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
		To Explain • That globalization has a long history • The shifts within the process of Globalisation To Analyse • The implication of globalization for local economies. • The impact of Globalisation experienced differently by different social groups	democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity. • Interactive Board Panel – Gutenberg's Printing Press – Virtual Tour. Art Integration Activity: • Making of Accordion Book (1.1.1)	
December	PB1		Revision	7
January	PB2		Revision	8
February	Board Exams		Revision	10

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:

SHANTI MISSION ACADEMY

- Pre Mid-Term Assessment (PA1)
- Mid-Term Assessment (TERM -I)
- Pre-Board 1 (PRB-I)
- Pre-Board 2 (PRB-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. Nationalism In Europe 2. Power Sharing 3. Federalism
Mid-Term Assessment (Written Assessment) (TERM – I)	14.09.2026 TO 30.09.2026	3 hours	Written – 80 marks	1. Nationalism In Europe 2. Nationalism in India 3. Power Sharing 4. Federalism
Pre-Board 1	16.12.2026 TO 30.12.2026	3 hours	Written – 80 marks	1. Nationalism In Europe 2. Nationalism in India 3. Making of the Global World 4. Print Culture and the Modern World

Type of Assessment	Date	Duration of Written Assessment	Max Marks	Portion to be tested
				5. Power Sharing 6. Federalism 7. Gender Religion and Caste 6. Political Parties 7. Outcomes of Democracy (Full Syllabus)
Pre-Board 2	18.01.2027 TO 30.01.2027	3 hours	Written – 80 marks	1. Nationalism In Europe 2. Nationalism in India 3. Making of the Global World 4. Print Culture and the Modern World 5. Power Sharing 6. Federalism 7. Gender Religion and Caste 6. Political Parties 7. Outcomes of Democracy (Full Syllabus)

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 OR 2. History Activity Timeline - Indian Independence Movement - Nationalism in India	Quantity of facts - 1 Accuracy of content -2 Sequence of content - 1 Clarity - 1	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)	Research Work- 2 Presentation & Content relevance- 1 Competencies- 2 • Creativity • Analytical skills • Evaluation	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.

Term	S. No	Name of the Activity and Description	Evaluation criteria/Rubrics	Duration of assessment	Learning Outcome
			• Synthesizing		
	3.	Class Work/ Homework Record/ Class Participation and Response	Completeness- 1 Presentation- 1 Accuracy- 1 Timeliness- 1 Originality- 1		

TERM-2

Term	S. No	Name of the Activity and Description	Evaluation criteria/Rubrics	Duration of assessment	Learning Outcome
2	1.	Multiple Assessment 1. Geography Activity			
	2.	Subject Enrichment 1. & 2. Complete Social Science Project (Sustainable	Research Work- 2 Presentation & Content relevance- 1 Competencies- 2	5 Periods (As per CBSE)	• To expose students to the real world • To open an extended inquiry process • To boosts the communication skills and

Term	S. No	Name of the Activity and Description	Evaluation criteria/Rubrics	Duration of assessment	Learning Outcome
		Development/Current Social Issues/ Consumer's Right)	• Creativity • Analytical skills • Evaluation • Synthesizing		interdisciplinary learning.
	3.	Class Work/ Homework Record/ Class Participation and Response	Completeness- 1 Presentation- 1 Accuracy- 1 Timeliness- 1 Originality- 1		

THE DETAILS OF WRITTEN ASSESSMENT

What are the skills being evaluated?

This section includes the cognition levels at which the students would be evaluated, marks distribution in terms of percentage for each cognition level and the commonly used terminology for framing questions under each cognition level.

Cognition Level	%	What does it mean
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Knowledge	30%	What, When, where
Understanding	30%	Why, How, According to you
Application/skill	40%	Evaluate, Differentiate, Distinguish, Elucidate, Map Skill- Locate, Identify

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-MID TERM EXAMS

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

	HISTORY (SECTION A)			POLITICAL SCIENCE (SECTION C)		
	NO. OF QUESTIONS	MARKS	TOTAL	NO. OF QUESTIONS	MARKS	TOTAL
MCQs/Objective Questions	3	1	2	3	3	3
Very Short Answer Type	1	-	-	-	-	-
Short Answer Type	1	2	2	1	2	2
Long Answer Type	1	5	5	1	5	5
Case Based Questions	-	-	-	-	-	-

	HISTORY (SECTION A)			POLITICAL SCIENCE (SECTION C)		
	NO. OF QUESTIONS	MARKS	TOTAL	NO. OF QUESTIONS	MARKS	TOTAL
Map based Questions	-	-	-	-	-	-
	TOTAL MARKS = 10			TOTAL MARKS = 10		

MID-TERM and PRE-BOARD EXAMS

History (20 marks) + Political Science (20 marks) + Geography (20 marks) + Economics (20 marks): Total= 80 (Duration: 3 Hrs.)

	HISTORY (SECTION A)			POLITICAL SCIENCE (SECTION C)		
	NO. OF QUESTIONS	MARKS	TOTAL	NO. OF QUESTIONS	MARKS	TOTAL
MCQs/Objective Questions	4	1	4	4	1	4
Very Short Answer Type	1	2	2	2	2	4
Short Answer Type	1	3	3	1	3	3
Long Answer Type	1	5	5	1	5	5

	HISTORY (SECTION A)			POLITICAL SCIENCE (SECTION C)		
	NO. OF QUESTIONS	MARKS	TOTAL	NO. OF QUESTIONS	MARKS	TOTAL
Case Based Questions	1	4	4	1	4	4
Map based Questions	1	2	2	-	-	-
	TOTAL MARKS = 20			TOTAL MARKS = 20		

CBSE LIST OF MAP ITEMS CLASS X (2026-27) - HISTORY

Chapter - 3 Nationalism in India – (1918 – 1930) for locating and labelling / Identification

1. Indian National Congress Sessions:

a. Calcutta (Sep. 1920) b. Nagpur (Dec. 1920) c. Madras (1927)

2. Important Centres of Indian National Movement

- a. Champaran (Bihar) - Movement of Indigo Planters
- b. Kheda (Gujarat) - Peasant Satyagraha
- c. Ahmedabad (Gujarat) - Cotton Mill Workers Satyagraha
- d. Amritsar (Punjab) - Jallianwala Bagh Incident
- e. Dandi (Gujarat) - Civil Disobedience Movement

* The map list is subject to change and those changes (if any) will be intimated whenever the CBSE releases the syllabus.