

**ESPALIER HERITAGE SCHOOL**  
**SESSION – 2026-27**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS X**

<b>Class X</b> <b>Subject: History/Political science</b>				Books : I) India & the contemporary world II II) Democratic politics II	
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '26	Ch:1 Power sharing Contd.... Ch:1 Nationalism in Europe contd....  <b>SDG: Peace, Justice and Strong Institutions</b>	12	<ul style="list-style-type: none"> <li>• Recapitulation</li> <li>• The French Revolution and the Idea of the nation</li> <li>• The making of Nationalism in Europe</li> <li>• Case studies of Belgium and Sri Lanka</li> <li>• Why power sharing is desirable?</li> </ul> <p><b>Subject Enrichment:</b> <b>Concept map</b></p>	<ul style="list-style-type: none"> <li>• Examine the impact of the French Revolution on the European countries in the making of Nation state.</li> <li>• Explore the nature of the diverse social movements of the time(1830-1848)</li> <li>• Examines and comprehends how democracies handle demands and needs for power sharing</li> </ul>	<ul style="list-style-type: none"> <li>• Infer how the French Revolution had an impact on the European countries in the making of nation state.</li> <li>• Enumerate and evaluate the validity of the nature of the diverse social movements of the time.</li> <li>• Enumerate the need for power sharing in democracy.</li> </ul>
June '26	Nationalism in Europe	03	<ul style="list-style-type: none"> <li>• The age of Revolutions</li> <li>• The making of Germany and Italy.</li> <li>• Visualizing the Nation</li> <li>• Nationalism and Imperialism</li> </ul>	<ul style="list-style-type: none"> <li>• Examine the ways by which the idea of Nationalism emerged and led to the formation of nation state.</li> <li>• Comprehends how the World War 1 triggered by the scramble for colonies in the Balkan states</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrate that the quest for Imperialism triggered the first World war</li> </ul>

June '26	Power Sharing	03	<ul style="list-style-type: none"> <li>Forms of power sharing</li> </ul> <p><b>Activity: Power point presentation (Power sharing)</b></p>	<ul style="list-style-type: none"> <li>Analyze the challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing</li> </ul>	<ul style="list-style-type: none"> <li>Summarize the purpose of power sharing in preserving the unity and stability of the country.</li> </ul>
July '26	CH: 2 Nationalism in India  CH:2 Federalism	12	<ul style="list-style-type: none"> <li>The first world war, Khilafat and Non-Cooperation</li> <li>Differing strands within the movement</li> <li>Towards Civil Disobedience</li> <li>The sense of Collective Belongingness</li> <li>What is Federalism?</li> </ul> <p><b>Subject Enrichment: Map work</b></p>	<ul style="list-style-type: none"> <li>Discuss the impact of the first world war on triggering two defining movements ( Khilafat and non-cooperation)</li> <li>Assess / appraise the role of Mahatma Gandhi and other leaders in the two movements (NCM&amp;CDM)</li> <li>Comprehend the theory and practice of Federalism in India</li> </ul>	<ul style="list-style-type: none"> <li>Summarize the aspects of the First world war that triggered two defining movements ( Khilafat and non-cooperation)</li> <li>Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the two Movements .</li> <li>Analyse and infer how federalism is being practiced in India</li> </ul>
August '26	Ch:2 Nationalism in India  Ch:2 Federalism  <b>SDG: 4 Quality Education</b>  <b>SDG:16 Strong Institutions</b>	12	<ul style="list-style-type: none"> <li>Towards Civil Disobedience</li> <li>Salt March</li> <li>How participants saw the movement?</li> <li>Limitations of CDM</li> <li>The sense of collective belongingness</li> <li>What makes India a federal country?</li> <li>How is federalism practised in India?</li> <li>Decentralization in India</li> </ul>	<ul style="list-style-type: none"> <li>Examine the reasons why NCM was call off.</li> <li>Analyze the reasons for the Salt March and the beginning of CDM</li> <li>Comprehend the reasons how different groups saw the movement</li> <li>Analyze the policies and politics that has strengthened federalism in practice</li> </ul>	<ul style="list-style-type: none"> <li>Understand the reasons for Civil Disobedience movement</li> <li>Enumerate the reason behind different groups joining the CDM</li> <li>Analyse the policies and politics that has strengthened federalism in practice</li> </ul>
September '26	Ch:3 Gender, Religion and Caste  <b>SDG:4 Quality Education</b>	06	<ul style="list-style-type: none"> <li>Gender and politics</li> <li>Religion, Communalism and Politics</li> <li>Caste and Politics</li> </ul>	<ul style="list-style-type: none"> <li>Examines the role and differences of Gender, religion and Caste in practicing Democracy in India</li> <li>Analyses the different expressions based on these differences are healthy or otherwise in a Democracy</li> </ul>	<ul style="list-style-type: none"> <li>Enumerates how the differences in gender, religion and Caste impact the practicing healthy or otherwise in a Democracy.</li> </ul>

October '26	Ch: 4 Political Parties Ch:5 Outcomes of Democracy	12	<ul style="list-style-type: none"> <li>• Why do we need Political Parties?</li> <li>• How many Parties should we have?</li> <li>• National Political and State Parties</li> <li>• Challenges to Political Parties</li> <li>• How do we assess Democracy's outcome till Dignity and freedom</li> </ul>	<ul style="list-style-type: none"> <li>• Examine the role, purpose and no. of Political Parties in Democracy</li> <li>• Evaluate the contributions made by political parties in making of Indian democracy.</li> <li>• Comprehends the expected and actual outcomes of democracy in view of quality of government, economic wellbeing, Inequality,</li> </ul>	<ul style="list-style-type: none"> <li>• Enumerates the role purpose and no. of Political Parties in Democracy</li> <li>• Justifies the contributions made by national and regional parties in successful functioning of Indian democracy.</li> <li>• Analyses and infers why sometimes the gap occurs</li> </ul>
			of the Citizens	social differences, conflict, freedom and dignity.	between expected outcome and actual outcome effects the success of Democracy.
November '26	Ch: The making of global world. Sub topics(1 to 1.3) Ch: Print culture and the modern world	06	<ul style="list-style-type: none"> <li>• The Pre modern world</li> <li>• The first printed book</li> <li>• Print comes to Europe</li> <li>• The reading mania</li> <li>• India and the world of print to print and censorship</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the various aspects of how the world changed profoundly in the 19<sup>th</sup> century</li> <li>• Examine the development of print from its beginning in East Asia and its expansion in Europe and India</li> <li>• Analyse the impact of the spread of technology and consider how social life and culture changed due to coming of Print</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize the changes that transformed the world in terms of economy , political , social.</li> <li>• Enumerate the development of print from its beginning.</li> <li>• Compare and contrast the old tradition of hand written manuscripts versus the print technology</li> <li>• Summarize the role of print and its impact on the world.</li> </ul>
December '26	Ch:4 The age of Industrialization  (To be assessed internally)	06	• Pre and post Industrialization	<ul style="list-style-type: none"> <li>• Examine Economic, Political, Social features of pre and post Industrialization</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and infer how the Industrialization impacted colonies with reference to India.</li> </ul>

January '27	History Ch: 1,2,5,3 Political science Ch: 1,2,3,4,5	12	<b>•REVISION</b>	Preparation for board examination	-----
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**2026-27**

**ANNUAL PEDAGOGICAL PLAN**

**CLASS – X**

<b>CLASS: X SUBJECT: GEOGRAPHY &amp; ECONOMICS</b>				<b>BOOKS : CONTEMPORARY INDIA II UNDERSTANDING ECONOMIC DEVELOPMENT</b>	
<b>MONTH</b>	<b>CHAPTER</b>	<b>No. of Periods.</b>	<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>
<b>APRIL 24</b>	<b>Revision work</b>	<b>6</b>	<b>Previous Chapters</b>	<ul style="list-style-type: none"> <li>• Brainstorming on how the resources are interdependent in nature and the need to develop them in India.</li> </ul>	<ul style="list-style-type: none"> <li>• Enumerate how the resources are interdependent, justify how planning is essential in judicious utilization of resources and the need to develop them in India.</li> </ul>
<b>APRIL 24</b>	<b>Resources &amp; Development</b>	<b>6</b>	<ul style="list-style-type: none"> <li>• Classification of Resources</li> <li>• Land use pattern in India</li> <li>• Land degradation and conservation</li> <li>• Classification of soil</li> <li>• Soil erosion and conservation.</li> <li>• Different people different goals.</li> <li>• National development.</li> <li>• Comparison of countries through national income/PCI. Public facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize with types of resources on the basis of origin, Ownership and status of development.</li> <li>• Understand the value of resources and the need for their judicious utilization &amp; conservation.</li> <li>• Acquaintance with the changing land use pattern, land degradation and conservation measures.</li> <li>• Students will be able to understand the types of soil and their distribution.</li> <li>• Familiarization of some macro- economic concept</li> <li>• Understanding the traditional notion of development, national income and per capita income.</li> <li>• Familiarizing the students</li> </ul>	<p>Locates on map/describes features/defines/lists/recalls/classifies/compares in order to demonstrate skills of recognizing and retrieving facts, figures &amp; narrating processes</p> <ul style="list-style-type: none"> <li>• Recognizes differences/ different perspective/ different situations, etc. in order to demonstrate sensitivity and appreciation skills.</li> <li>• Examines and evaluates collected/ given information in order to construct views/arguments/ ideas on its basis.</li> </ul>

				<p>about the income and other goals.</p> <ul style="list-style-type: none"> <li>Analysing the need of sustainable development.</li> </ul>	
MAY 24	<b>Forest and Wildlife Sectors of Indian Economy</b>	6	<ul style="list-style-type: none"> <li>Biodiversity in India</li> <li>Categorisation of species.</li> <li>Vanishing forests</li> <li>Community and conservation</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of forests and wildlife.</li> <li>Understand the ability and knowledge of how forest and wildlife conservation and management relate to the economy and environment, both currently and in the future.</li> </ul>	<ul style="list-style-type: none"> <li>Examines phenomena, events and their occurrence in order to explain cause and effect relationship between them.</li> </ul>
JUNE 24	<b>Water Resources Sectors of Indian Economy</b>	6	<ul style="list-style-type: none"> <li>Availability of water resources on earth</li> <li>Causes of water scarcity</li> <li>Multi-purpose River valley projects</li> <li>Rainwater harvesting</li> <li>Primary, secondary, tertiary economic activities.</li> <li>Economic Interdependence</li> <li>GDP</li> <li>Historical change in sectors</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend the importance of water as a resource as well as develop awareness towards its judicious use and conservation.</li> <li>Identify major employment generating sectors.</li> <li>Reason out the government investment in different sectors of economy.</li> <li>Analyse how primary, secondary, tertiary sectors are interdependent and complementary to each other.</li> </ul>	<ul style="list-style-type: none"> <li>Examines and evaluate given text/ visual, both known and unknown, such as maps/ texts/ symbols/ diagrams/ photos/ posters/ pie diagram/ newspaper clippings/etc. in order to interpret them.</li> <li>Extrapolates in order to predict events and phenomena.</li> </ul>

JULY 24	<b>Agriculture</b> <b>Sectors of Indian Economy</b>	12	<ul style="list-style-type: none"> <li>Division of Sectors as organised and Unorganised</li> <li>Significant features of Indian agriculture.</li> <li>Types of farming.</li> <li>Cropping seasons.</li> <li>Major crops.</li> <li>Technological and Institutional reforms in agriculture.</li> <li>Contribution of Agriculture in Indian Economy.</li> <li>Bhooadaan, Gramdaan.</li> <li>Challenges being faced by Indian Farmers.</li> </ul>	<ul style="list-style-type: none"> <li>To make aware of a major employment generating sector.</li> <li>To understand how to create more employment.</li> <li>To analyse various govt. schemes like MNREGA.</li> <li>To analyse protective measures for unorganised sector worker.</li> <li>To know the basic differences between Public and Private sectors.</li> </ul>	<ul style="list-style-type: none"> <li>Examine phenomena, events, and their occurrence in order to explain cause and effect relationship between them.</li> </ul>
AUGUST 24	<b>Mineral and Energy Resources</b> <b>Money and Credit System</b>	12	<ul style="list-style-type: none"> <li>What is a mineral/</li> <li>Mode of occurrence of minerals.</li> <li>Flow-chart classifying minerals.</li> <li>Conservation of minerals.</li> <li>Conventional and non-conventional sources of energy.</li> <li>Conservation of energy resources.</li> <li>Money as a medium of exchange.</li> <li>Modern forms of money.</li> <li>Loan activities of banks.</li> <li>Case studies.</li> <li>Formal and informal sources of credit.</li> <li>Self help Groups for the poor</li> <li>Case study of Bangladesh.</li> </ul>	<ul style="list-style-type: none"> <li>Identify different types of minerals, energy resources and their distribution/availability.</li> <li>Feel the need for their judicious utilization.</li> <li>To understand Conventional and Non-conventional Energy resources.</li> <li>To understand the slogan "Energy saved is energy produced".</li> <li>Understand money as an economic concept.</li> <li>Understand the role of financial institutions from the point of view of day-to-day life.</li> </ul>	<ul style="list-style-type: none"> <li>Locates on map/describes features,/defines/ lists/ recalls/ classifies/compares/ distinguishes, in order to demonstrate skills of recognizing and retrieving facts, figures, and narrating processes.</li> <li>Examines and evaluates collected/given information in order to construct views/arguments/ideas on its basis.</li> </ul>

<b>SEPTEMBER 24</b>	<b>Manufacturing Industries Globalization and the Indian Economy</b>	<b>6</b>	<ul style="list-style-type: none"> <li>Map Practice/Revision</li> <li>1<sup>st</sup> Term Q. Paper discussion.</li> <li>Importance of manufacturing.</li> </ul> <p>Production across countries.</p>	<ul style="list-style-type: none"> <li>Bring out the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in specific areas.</li> </ul>	<ul style="list-style-type: none"> <li>Examine and evaluates given text/visual, both known and unknown, such as maps/ texts, symbols/diagrams/pie charts/newspaper clippings/etc. in order to interpret them.</li> </ul>
<b>OCTOBER 24</b>	<b>Do</b>	<b>8</b>	<ul style="list-style-type: none"> <li>Agro based industry,</li> <li>Mineral based industries</li> <li>Industrial Pollution and environmental degradation.</li> <li>Foreign trade and integration of markets.</li> <li>Factors enabling the globalisation.</li> <li>World trade Organisation.</li> </ul> <p>Struggle for fair globalization.</p>	<ul style="list-style-type: none"> <li>Discuss the need for a planned industrial development and debate over the role of govt. towards decentralization and sustainable development.</li> <li>Students will be able to understand the types of industries on the basis of materials used.</li> <li>Students will understand the industrial pollution and measures to control it.</li> <li>The way shown by NTPC of sustainable development.</li> <li>Explain the working of the Global Economic Phenomena.</li> <li>Students will be able to understand the factors that enabled globalization, trade practices, steps to attract foreign investment and the functioning of World Trade Organization.</li> <li>To familiarise with the various debate outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Examine and evaluates given text/visual, both known and unknown, such as maps/ texts, symbols/diagrams/pie charts/newspaper clippings/etc. in order to interpret them</li> </ul>

				for fair globalisation.	
NOVEMBER 24	<b>Lifelines of Indian Economy Globalization and the Indian economy</b>	10	<ul style="list-style-type: none"> <li>• Interdisciplinary project with chapter 3 of history, The making of global world and chapter 4 of economics, Globalization and the Indian economy</li> </ul>	<ul style="list-style-type: none"> <li>• CG-7 Develops an understanding of the economy of a nation, with specific reference to India.</li> <li>• CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature.</li> </ul>	<ul style="list-style-type: none"> <li>• Enumerate the concept of globalization and its definition, evolution, and impact on the global economy.</li> <li>• Evaluate the key role of the key major driver of globalization and their role in shaping the global economic landscape in various countries.</li> <li>• Comprehends the significance of role G20 and its significance in the light of India's present role.</li> </ul>
DECEMBER 24	<b>Do</b>	10	Do	<ul style="list-style-type: none"> <li>• Discussion/Debates on the positive impact of Globalization on the lives of people..</li> </ul>	
JANUARY 25	<b>Revision</b>			Pre board Examination	
FEBRUARY 25					