

## CBSE Class 9 Syllabus for Social Science 2023-24

History (India and the Contemporary World - I)			Suggestive no. of periods = 60	20 inclusive of Map pointing
Section	Chapter No	Chapter Name	No. of Periods	Marks allocated
<b>I Events and Process</b>	<b>I</b>	The French Revolution	<b>15</b>	<b>18+2 map pointing</b>
	<b>II</b>	Socialism in Europe and the Russian Revolution	<b>15</b>	
	<b>III</b>	Nazism and the Rise of Hitler	<b>15</b>	
<b>II Livelihoods, Economies and Societies</b>	<b>IV</b>	Forest, Society and Colonialism <b>Interdisciplinary project as part of multiple assessments</b> (Internally assessed for 5 marks)	<b>5</b>	
	<b>V</b>	Pastoralists in the Modern World <b>(To be assessed as part of Periodic Assessment only)</b>	<b>10</b>	
Geography (Contemporary India - I)			Suggestive no. of periods = 55	20 inclusive of Map pointing
Chapter No	Chapter Name		No. of periods	Marks allocated
<b>1</b>	India – Size and Location		<b>17</b>	

2	Physical Features of India		17+3 map pointing*
3	Drainage	10	
4	Climate	12	
5	Natural Vegetation and Wildlife (Only map pointing to be evaluated in the annual examination.)	3	
	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)	5	
6	Population	8	* Marks as mentioned above
<b>Political Science (Democratic Politics - I)</b>		<b>Suggestive no. of periods = 50</b>	<b>20 Marks</b>
<b>Chapter No.</b>	<b>Chapter name</b>	<b>No. of Periods</b>	<b>Marks allocated</b>
1	What is Democracy?	10	20
	Why Democracy?		
2	Constitutional Design	10	
3	Electoral Politics	8	
4	Working of Institutions	12	
5	Democratic Rights	10	

Economics		Suggestive no. of periods = 50	20 Marks
Chapter No.	Name of the Chapter	No. of Periods	Marks allocated
1	The Story of Village Palampur (To be assessed as part of Periodic Assessment only)	10	20
2	People as Resource	10	
3	Poverty as a Challenge	15	
4	Food Security in India	15	

## CLASS IX

### COURSE CONTENT

History: India and the Contemporary World - I			
Chapter No. and Name	Specific Learning Objectives	Suggestive Teaching Learning Process	Learning Outcome With Specific Competencies
I  <b>The French Revolution</b>	<ul style="list-style-type: none"> <li>Compare &amp; contrast the conditions that prevailed in France with the situations prevailed in India pre 1857 war.</li> <li>Critically examine the need of voting rights of Common people in France which laid the foundation of future Democracies.</li> <li>Examine various solutions to address imbalances that may lead to revolutions.</li> </ul>	<ul style="list-style-type: none"> <li>Class room discussions to compare and contrast the conditions that prevailed in France that led to revolution with the conditions that led to the first war of Indian Independence. (1857).</li> <li>Graphic Organisers to critically examine the situations that made the raise in demand of voting rights by passive citizens as well as women</li> <li>Debates to propose solutions to address such imbalances and discriminations that lead to revolutions</li> <li>Inquiry based learning to appraise the impact of the French revolution on the world. Conclude with group Presentations</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the conditions that prevailed in France that led to revolution with the conditions that led to the first war of Indian Independence. (1857).</li> <li>Critically Examine the situations that made the raise in demand of voting rights by passive citizens as well as women</li> <li>Propose solutions to address such imbalances and discriminations that lead to revolutions</li> <li>Appraise the impact of the French revolution on the world.</li> </ul>
II  <b>Socialism in Europe and</b>	<ul style="list-style-type: none"> <li>Analyse the situations that led to the rise of Russian and French revolutions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Interactive Textual interpretations</b> to compare and contrast the situations that led to the rise of Russia &amp; French Revolutions</li> </ul>	<ul style="list-style-type: none"> <li>To compare and contrast the situations that led to the rise of Russian &amp; French Revolutions.</li> </ul>

<b>the Russian Revolution</b>	<ul style="list-style-type: none"> <li>Evaluate the reasons that led to the rise of Lenin's communism and Marxist Socialism</li> </ul>	<ul style="list-style-type: none"> <li><b>Student led seminar</b> to cite the impact of Collaboration and communication rendered by the philosophers and leaders in creating awareness amongst the common people</li> <li><b>World café' strategy</b> to evaluate the situations that enabled Lenin's Communism.</li> <li><b>Socratic Discussions</b> to Interpret the different ideas of philosophers and leaders that shaped the revolution</li> </ul>	<ul style="list-style-type: none"> <li>Cite the impact of Collaboration and communication rendered by the philosophers and leaders in creating awareness amongst the common people</li> <li>Evaluate the situations that enabled Lenin's Communism.</li> <li>Interpret the different ideas of philosophers and leaders that shaped the revolution.</li> </ul>
<b>III Nazism and the Rise of Hitler</b>	<ul style="list-style-type: none"> <li>Analyse the manipulated control of situations led by an individual.</li> <li>Analyse the role of the "Treaty of Versailles in that led to the rise of Hitler.</li> <li>Examine the circumstances that led to the rise and fall of Hitler</li> <li>Discuss the critical significance of Nazism in shaping the politics of the modern world.</li> <li>Appraise the war compensation compelled on Germany in the name of the "treaty of Versailles led to the rise of Hitler</li> </ul>	<ul style="list-style-type: none"> <li><b>Watch Video</b> clipping from the last days of Adolf Hitler and discuss the reasons for rise and fall of Hitler</li> <li><b>Dramatize</b> the Nazi Propaganda/ racial discrimination against Jews</li> <li><b>Cartoon interpretation/</b> Image interpretation</li> <li><b>Read</b> passages from "Dairy of Anne frank "and other related literature and discuss the impact of Nazism</li> <li><b>Jig saw strategy</b> to critique the genocidal war waged against Jews by the Nazis</li> </ul>	<ul style="list-style-type: none"> <li>Cite the events that helped Hitler's rise to power</li> <li>Evaluate various character traits of Hitler</li> <li>Compare and contrast the characteristics of Bismarck and Hitler</li> <li>Analyse the role of "Treaty of Versailles in the rise of Nazism and Hitler</li> <li>Critique the genocidal war waged against Jews by the Nazis.</li> </ul>

	<ul style="list-style-type: none"> <li>Compare and contrast the Nazi ideology with fascism of Mussolini</li> </ul>		<ul style="list-style-type: none"> <li>Discuss the critical significance of Nazism in shaping the politics of modern world.</li> </ul>
<b>IV</b>  <b>Forest, Society and Colonialism</b>	<b>Inter Disciplinary Project</b> with Chapter 5 of Geography "Natural Vegetation and Wild Life"	<ul style="list-style-type: none"> <li>Refer Annexure II</li> </ul>	<ul style="list-style-type: none"> <li>Refer Annexure II</li> </ul>
<b>V</b>  <b>Pastoralists in the Modern World</b>	<ul style="list-style-type: none"> <li>Analyse the situations that have created Nomadic society</li> <li>Draw comparisons of African pastoralists and Indian Pastoralists during colonial rule.</li> <li>Examine the how the colonial laws impacted livelihood in pastoral communities</li> <li>Appraise the contribution of Pastoralists in the modern economy.</li> </ul>	<ul style="list-style-type: none"> <li>T charts and similar graphic organizers to compare and contrast the lives of Pastoralists pre &amp; post colonialism.</li> <li>Art integration to depict the evolution of nomadic society.</li> <li>Research based presentations using resources provided to compare and contrast the lives and the reasons for poverty of pastoral nomads of India with African Pastoral Nomadic tribes.</li> <li>Think- Pair- Share and summarize the reading of resources to analyse and infer varying patterns of developments within pastoral societies in different places in India.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the lives of Pastoralists pre &amp; post colonialism</li> <li>Analyse the situations that have created Nomadic society</li> <li>Compare and contrast the lives and the reasons for poverty of pastoral nomads of India with African Pastoral Nomadic tribes.</li> <li>Analyse and infer varying patterns of developments within pastoral societies in different places in India.</li> <li>Analyse the impact of colonialism on forest societies leading to scientific forestry.</li> <li>Enumerate the different processes through which transformation of livelihood occur in the modern world.</li> </ul>

Political Science: Democratic Politics - I			
Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome With Specific Competencies
<b>1</b>  <b>What is Democracy? Why Democracy?</b>	<ul style="list-style-type: none"> <li>Examine the concept /structural components of Democracy and its forms/ features in different countries</li> <li>Examine and analyse the working structure of the governments of India and North Korea</li> <li>Analyse and infer on the different historical processes and forces that have contributed for the promotion of democracy.</li> </ul>	<ul style="list-style-type: none"> <li>World café and Café conversations strategies for introduction of concepts of Democracy &amp; features of Democracy</li> <li>4 corners strategy to discuss “What &amp; why of democracy?”</li> <li>students create democratic governance model in the class.</li> <li>Cartoon interpretation to summarize the benefits of democracy.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and Contrast working of democracies of India and North Korea and infer on their differences and significance in each country.</li> <li>Define Democracy and enumerate its features.</li> <li>Evaluate the authenticity of the voting rights of the Indian population versus the population of Iran.</li> <li>Interpret the statement “Democracy provides a method to deal with differences and conflicts” with reference to India.</li> <li>Summarize the features and benefits of democracy</li> </ul>
<b>2</b>  <b>Constitutional Design</b>	<ul style="list-style-type: none"> <li>Comprehend the purpose of constitution.</li> <li>Enumerate the essential features that need to be kept in mind while drafting any constitution.</li> <li>Examine the guiding values that created the Indian constitution.</li> <li>Comprehend the roles and responsibilities as citizens of India.</li> </ul>	<ul style="list-style-type: none"> <li>Group Discussion to comprehend the purpose of constitution</li> <li>Poster making/ wall magazine for Comparing and contrasting between Preamble of South African constitution with the preamble of Indian constitution</li> <li>Role play strategy for creation of Indian constitution</li> <li>Declamation strategy for roles and responsibilities of citizens</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the difference between written or unwritten constitutions with reference to India and USA.</li> <li>Describe the situation that led to creation of Indian Constitution.</li> <li>Compare and contrast between Preamble of South African constitution with the preamble of Indian constitution.</li> <li>Enumerate the roles and responsibilities as citizens of India</li> </ul>



<p><b>3</b></p> <p><b>Electoral Politics</b></p>	<ul style="list-style-type: none"> <li>• Comprehend the concept and system of elections.</li> <li>• Evaluate the conditions that make Elections in India democratic.</li> <li>• Analyse the implications of power of vote and power of recall.</li> <li>• Appraise the role of election commission for the conduct of free and fair elections.</li> </ul>	<ul style="list-style-type: none"> <li>• Role play/ have school council elections.</li> <li>• Design and present election manifesto</li> <li>• Create multiple parties and create symbols for elections</li> <li>• Use street play to create awareness about the right to vote.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the role of political parties to adhere to electoral promises.</li> <li>• Create a solution for eradication of malpractices in elections</li> <li>• Differentiate between representative democracy and competitive party politics.</li> <li>• Summarize the essential features of the Indian Electoral system.</li> <li>• Examine the rationale for adopting the present Indian Electoral System.</li> </ul>
<p><b>4</b></p> <p><b>Working of Institutions</b></p>	<ul style="list-style-type: none"> <li>• Examine the roles, responsibilities and interdependency of all the 3 organs of the Government.</li> <li>• Examine the rule of law in India and its relevance</li> <li>• Understand the power and working of Indian Judiciary system and comprehend the hierarchy system of the judiciary in India.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch videos of Parliament and discuss the importance of question hour</li> <li>• Present Moot court to evaluate the rule of Law</li> <li>• Examine the relevant case studies to evaluate the rule of law</li> <li>• Present Mock Parliament session to convert a bill into law</li> <li>• Conduct a mock interview with a parliamentarian</li> <li>• Role play on features of the political and permanent executive</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and infer how the three organs are interdependent and independent to execute their roles</li> <li>• Summarize and evaluate the rule of law in India.</li> <li>• Represent the role of Parliament and its procedures.</li> <li>• Distinguish between political and permanent executive authorities and functions.</li> <li>• Understand the parliamentary system of executive's accountability to the legislature.</li> <li>• Understand the working of Indian Judiciary.</li> </ul>
<p><b>5</b></p>	<ul style="list-style-type: none"> <li>• Comprehend what it is to be a responsible citizen while</li> </ul>	<ul style="list-style-type: none"> <li>• Declamation on need to have rights and the importance of performing duties.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the need of having rights and categorize the rights.</li> </ul>



<b>Democratic Rights</b>	<p>performing their prescribed duties versus claiming rights</p> <ul style="list-style-type: none"> <li>Evaluate the role of rights in Democracy.</li> </ul>	<ul style="list-style-type: none"> <li>Debate the need to have rights in the light of study of Saudi Arabia.</li> <li>Case study to analyse the role of citizens when the rights are exercised or otherwise.</li> <li>6 thinking hats to discuss the current issues.</li> <li>Organize a moot court to discuss the violation of individual rights.</li> <li>Graphic organizer to summarize the coexistence of <i>rights vs duties</i></li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the statement “Democracy is meaningless without rights”</li> <li>Analyse their role as responsible citizens.</li> <li>Summarize the flipped coexistence of rights versus duties</li> <li>Apply the process available to citizens for safeguarding rights.</li> </ul>
<b>Geography: Contemporary India - I</b>			
<b>Chapter No. and Name</b>	<b>Specific Learning Objectives</b>	<b>Suggested Teaching Learning Process</b>	<b>Learning Outcome With Specific Competencies</b>
<p><b>1</b></p> <p><b>India - Size and Location</b></p>	<ul style="list-style-type: none"> <li>Examine how the location of an area impacts its climate and time with reference to longitude and latitude.</li> <li>Explore and analyze the trading and cultural relationships of India with its neighboring countries.</li> <li>Evaluate the situation &amp; reasons that made 82.5E* longitude as Time meridian of India.</li> <li>Examine how location of India enables its position as a</li> </ul>	<ul style="list-style-type: none"> <li>Use GeoGebra, Google earth to represent and justify the reasons for the differences in climatic conditions, local and standard time.</li> <li>Carousel brainstorming strategy for inferring conditions and relationships of the people living in states that are sharing border with the neighbouring countries impact trade and culture.</li> <li>On map of India hypothetically design two to four alternate</li> </ul>	<ul style="list-style-type: none"> <li>Justify the reasons for the differences in climatic conditions, local and standard time.</li> <li>To Infer how the conditions and relationships of the people living in states that are sharing border with the neighbouring countries impact trade and culture.</li> <li>Justify the selection of 82.5E* longitude as Time meridian of India. (IST)</li> <li>Critically analyse the role of opening of Suez Canal in improvement of foreign trade.</li> </ul>

	<p>strategic partner in the subcontinent.</p>	<p>longitudes on either side of 82.5°E and conclude on the selection</p> <ul style="list-style-type: none"> <li>• Draw out the rationale/ reasons behind fixing (82.5°E) as a time meridian for India</li> <li>• PPT presentation to present alternate solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Propose alternative solution for the problems that arise due to the size &amp; location.</li> </ul>
<p><b>2</b></p> <p><b>Physical Features of India</b></p>	<ul style="list-style-type: none"> <li>• Justify why India is a sub-continent</li> <li>• Examine the geological process that played a crucial role in the formation of diverse physical features in India</li> <li>• Analyse the conditions and relationships of the people living in different physiographic areas.</li> <li>• Examine various environmental issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Art integrated strategies like gallery walk/Model making to demonstrate how physical features make India a sub-continent.</li> <li>• Role play to depict the lives and relationships amongst physiographic areas.</li> <li>• Collaborative brainstorming and presentation using different modes such as flipped books, Journals, Collage and other suitable presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• Conclude why India is a subcontinent based on study of different physical features.</li> <li>• Analyse the conditions and relationships of the people living in different physiographic areas.</li> <li>• Enumerate the different environmental issues in India and propose solutions for these issues.</li> </ul>
<p><b>3</b></p> <p><b>Drainage</b></p>	<ul style="list-style-type: none"> <li>• Justify the statement that the rivers are lifeline of economy with reference to India.</li> <li>• Examine the information about different lakes and infer on their contribution to Indian ecology</li> </ul>	<ul style="list-style-type: none"> <li>• Choice Board strategy where each group to take up one river and focus on the areas they serve and the impact on Economy of that area.</li> <li>• Students will prepare a PPT on lakes.</li> <li>• Street play strategy/ poster making/ save River songs/ to present</li> </ul>	<ul style="list-style-type: none"> <li>• Enlist the different rivers, the areas they serve and their impact on the economy of That area.</li> <li>• Enumerate the different lakes and describe their contribution to the Indian ecology.</li> <li>• Present creative solutions to overcome the water pollution also</li> </ul>

	<ul style="list-style-type: none"> <li>Distinguish between the rivers of north and south India</li> <li>Analyse the flow of different rivers of India to infer on their impact on livelihood.</li> </ul>	awareness on water pollution and suggest solutions.	to increase the contribution of water bodies to Indian economy <ul style="list-style-type: none"> <li>Identify the river systems of the country and explain the role of rivers in human society.</li> </ul>
<b>4</b>  <b>Climate</b>	<ul style="list-style-type: none"> <li>Examine and analyse the factors that determine the climate of India</li> <li>Discuss the mechanisms of monsoons in Indian subcontinent.</li> <li>Analyse and infer the reasons behind the wide difference between day and night temperatures at different geographical locations of India.</li> <li>To interpret how monsoon acts as a Unifying bond</li> </ul>	<ul style="list-style-type: none"> <li>Collect and Read the Weather reports and have a class room discussion to conclude about the factors controlling climate</li> <li>Watch videos and summarize the findings</li> <li>Use Mind map/ graphic organizers to Enumerate and summarize the reasons for the wide difference between the day and night temperatures at different geographical locations of India</li> <li>Read Newspapers, prepare and present mock drills on protocols as preventive action for various disasters</li> </ul>	<ul style="list-style-type: none"> <li>Infer how the factors determine the climate of India.</li> <li>Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent.</li> <li>Analyse the temperatures between plateau region, Himalayan region, desert region and coastal region.</li> <li>Enumerate and summarize the reasons for the wide difference between temperatures at different geographical locations of India</li> <li>Propose protocols as preventive action for various disasters</li> </ul>
<b>5</b>  <b>Natural Vegetation and Wild life</b>	<b>Inter disciplinary project</b> with chapter no IV of History “Forest, Society and Colonialism”	Refer annexure II	Refer annexure II
<b>6</b>  <b>Population</b>	<ul style="list-style-type: none"> <li>Examine the reasons behind the uneven distribution of population in India with specification to UP &amp;</li> </ul>	<ul style="list-style-type: none"> <li>Research based learning/ art integration strategy (4 grid analysis) to analyse and infer the reasons behind the uneven distribution of</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and infer the reasons behind the uneven distribution of population in India with specification</li> </ul>

	Rajasthan and Mizoram and Karnataka.	population in India with specification to UP & Rajasthan and Mizoram and Karnataka	to UP & Rajasthan and Mizoram and Karnataka. • Enlist the factors that affect the population density.
<b>Economics</b>			
<b>Chapter No. and Name</b>	<b>Specific Learning Objectives</b>	<b>Suggested Teaching Learning Process</b>	<b>Learning Outcome with Specific Competencies</b>
<b>1</b> <b>The Story of Village Palampur</b>	<ul style="list-style-type: none"> <li>Evaluate the prevailing farming conditions in different states with reasons</li> <li>Examine the factors of production and interdependence of the requirements.</li> <li>Examine the contribution of non-farm activities to the economic growth of the village.</li> </ul>	<ul style="list-style-type: none"> <li>Visit a nearest village, interview a farmer/ visit local markets and interview farmers and present it in the class. (Experiential learning strategy)</li> <li>Poster making/ Concept map and gallery walk to enlist the requirements of production and summarize the interdependence of these requirements.</li> <li>Present a business plan for non-farm activities by using the four factors of production.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and infer how the prevailing farming conditions impact economic development of different states</li> <li>Enlist the requirements of production and summarize the interdependence of these requirements.</li> <li>Enlist non-farm activities and depict the link with economic growth.</li> </ul>
<b>2</b> <b>People as Resource</b>	<ul style="list-style-type: none"> <li>Examine the various factors that constitute the quality of population</li> <li>Analyse the role of government in improving the quality of population.</li> <li>Examine the factors that contribute to unemployment.</li> </ul>	<ul style="list-style-type: none"> <li>Case study on quality of population. (Class room discussion)</li> <li>Collect sources from Newspaper/ Media and present the findings in the form of a collage or an album</li> <li>Neighbourhood survey on employment /employability in neighbourhood, analyse the quality of neighbourhood and present in PPT format.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and infer the reasons that contribute to the quality of population</li> <li>Enumerate the different schemes of Government in some states and infer on the quality of people there by.</li> <li>Propose solutions to resolve unemployment problem</li> </ul>

<p><b>3</b></p> <p><b>Poverty as a Challenge</b></p>	<ul style="list-style-type: none"> <li>• Comprehend that poverty is a multifaceted concept inherent in the rural and urban conditions.</li> <li>• Examine the measures taken by the government to eradicate poverty.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT presentation using case study given in NCERT text on the reasons of rural and urban poverty.</li> <li>• Declamation with data to Evaluate the efficacy of government to eradicate poverty</li> <li>• Debate whether education can remove poverty</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and infer the reasons of poverty in the rural and urban areas.</li> <li>• Evaluate the efficacy of government to eradicate poverty.</li> <li>• Compare how poverty estimates have transformed from 1993-94 to 2011-12 Examine the link between education and poverty.</li> </ul>
<p><b>4</b></p> <p><b>Food Security in India</b></p>	<ul style="list-style-type: none"> <li>• Examine the critical role of food security for its masses.</li> <li>• Justify the rationale for the system of food security in India.</li> <li>• Appraise the contributory role of Public Distribution system to address FSI</li> <li>• Substantiate the role of green revolution in strengthening the PDS.</li> </ul>	<ul style="list-style-type: none"> <li>• Case study and group discussion to substantiate the link between a well-structured food security system and continuity of supply to masses.</li> <li>• Invite relevant Govt. officials to speak on FSI &amp; PDS.</li> </ul> <p>Panel discussion/ seminar on the impact of the green revolution and PDS.</p>	<ul style="list-style-type: none"> <li>• Enumerate various aspects of food security that will ensure continuity of supply to the masses.</li> <li>• Examine, analyse and infer various sources of data that point to the rationale of FSI</li> <li>• Enumerate different features of PDS that directly address FSI.</li> <li>• Analyse and infer the impact of Green revolution in strengthening the PDS.</li> </ul>

## CLASS IX

### LIST OF MAPS

S. No.	Subject	Name of the Chapter	List of Areas to Be Map Pointed
I	History	French Revolution	Outline political map of France Locate/label/identify; <ul style="list-style-type: none"> <li>Bordeaux, Nantes, Paris and Marseille</li> </ul>
		Socialism in Europe	Outline political map of world locate/label/identify major countries of World War: central powers - Germany, Austria-Hungary, Turkey (Ottoman Empire) Allied Powers-France, England, Russia and USA
II	Geography	India: size & location	<ul style="list-style-type: none"> <li>India - States with Capitals</li> <li>Tropic of Cancer, Standard Meridian (Location and Labelling)</li> <li>Neighbouring countries</li> </ul>
		India physical features	<ul style="list-style-type: none"> <li>Mountain Ranges: The Karakoram, The Zasker, The Shivalik, The Aravali, The Vindhya, The Satpura, Western &amp; Eastern Ghats</li> <li>Mountain Peaks – K2, Kanchan Junga, Anai Mudi</li> <li>Plateau - Deccan Plateau, Chota Nagpur Plateau, Malwa Plateau</li> <li>Coastal Plains - Konkan, Malabar, Coromandel &amp; Northern Circar (Location and Labelling)</li> </ul>
		Drainage system	<b>Rivers: (Identification only)</b> <ul style="list-style-type: none"> <li>The Himalayan River Systems-The Indus, The Ganges, and The Sutlej</li> <li>The Peninsular Rivers-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi</li> <li>Lakes: Wular, Pulicat, Sambhar, Chilika</li> </ul>
		Climate	<ul style="list-style-type: none"> <li>Annual rainfall in India, Monsoon wind directions</li> </ul>
		Population	<ul style="list-style-type: none"> <li>Population density of all states</li> <li>The state having highest and lowest density of population</li> </ul>



## CLASS IX

### INTERNAL ASSESSMENT: 20 MARKS

Type of Assessment	Description	Marks Allocated
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 Inter disciplinary project	5
Subject Enrichment Activity	Project work on Disaster Management	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



## ANNEXURE I

### Project Work: Class IX

Project work	10 periods
<p>Every student has to compulsorily undertake one project on <b>Disaster Management</b></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>• create awareness in them about different disasters, their consequences and management</li> <li>• prepare them in advance to face such situations</li> <li>• ensure their participation in disaster mitigation plans</li> <li>• enable them to create awareness and preparedness among the community.</li> <li>• The project work should also help in enhancing the Life Skills of the students.</li> <li>• If possible, various forms of art may be integrated in the project work.</li> </ul>	<p>The students need to develop the following competencies:</p> <p>Collaboration</p> <p>Use analytical skills</p> <p>Evaluate the situations during disasters.</p> <p>Synthesize the information</p> <p>Find creative solutions</p> <p>Strategize the order of solutions</p> <p>Use right communication skills</p>

### Guidelines:

In order to realize the expected objectives completely, it would be required of the principals / teachers to muster support from various local authorities and organizations 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, originality and collaborative skills	2
b	Competencies exhibited and Presentation	2
c	Viva	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 Power Point 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.

## ANNEXURE II

### Interdisciplinary Project: Class-IX

Subject and Chapter No	Name of the Chapter	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcomes with Specific Competencies	Time Schedule For Completion
<b>History</b>  <b>Chapter IV</b>	Forest Society and Colonialism	<ul style="list-style-type: none"> <li>To categorize different types of forest during the colonial regime.</li> <li>To bring out the plight of Forest dwellers under colonial rule.</li> <li>To examine the reason behind commercial forestry.</li> <li>To devise ways to protect the forest vegetation and wildlife in India.</li> <li>To defend the role of government and the local communities in protecting the forest cover.</li> </ul>	<p>Interdisciplinary project</p> <ul style="list-style-type: none"> <li>Teachers can make use of the pedagogies in facilitating the students in completion of Inter Disciplinary Project</li> </ul> <p>Constructivism</p> <ul style="list-style-type: none"> <li>Inquiry based learning</li> <li>Cooperative learning</li> <li>Research based learning.</li> <li>Experiential learning.</li> <li>Art integration</li> </ul> <p><b>Multiple Assessment:</b> Ex. Surveys / Interviews / Research work/ Observation/ Story based Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /group discussion, /visual expression/ interactive bulletin boards/ gallery</p>	<ul style="list-style-type: none"> <li>Compare the forest situations prevailed at pre- colonial, colonial and post-colonial era.</li> <li>Analyse and evaluate the growth &amp; role of commercial forestry in different types of Vegetation.</li> <li>Critically analyse the reasons for rebellions at forest areas of south East-Asia with</li> </ul>	<ul style="list-style-type: none"> <li>The Schools to do IDP between the months of April and September at the School under the guidance of teacher. (Carryover of project to home must be strictly avoided)</li> </ul>
<b>Geography</b>  <b>Chapter 5</b>	Natural Vegetation and Wildlife	<ul style="list-style-type: none"> <li>To discuss the social and cultural world of forest communities through the study of specific revolts.</li> <li>To analyse the different processes through which agrarian transformation may</li> </ul>			

		occur in the modern world. • To understand how oral traditions can be used to explore tribal revolts	walks/ exit cards/ concept maps/ peer assessment/ art integration /Self-assessment/integration of technology etc.	
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### **Guidelines for Inter Disciplinary Project:**

- It involves combining 2 or more disciplines into one activity-more coherent and integrated. The generally recognized disciplines are economics, History, Geography, Political Science.

### **Instructions:**

- Objectives and Outcomes need to be picked from Rationale and Specific Objectives considering the local context.

### **Plan of the project:**

- A suggestive 10 days' plan given below which you may follow or you can create on your own, based on the templates provided below

### **Process:**

- Initial collaboration among students to arrange their roles, areas of integration, area of investigation and analysis, roles of students

Team leader: Main collaborator

Team members:

Note: Teacher to allocate the roles as per the abilities of the students.

- Final submission based on course deliverables as given in the template below the 10-day plan.
- Assessment Plan: to be done by the teacher clearly mentioning the Rubrics
- Report, poster and video acknowledgements: reflections & expression of gratitude as given in the template given below

Class IX Interdisciplinary project	10 days suggestive plan	10 periods
<p><b>Day 1-2: "Colonialism and Forest Society"</b></p> <p>Discuss the impact of colonialism on forest societies, and explore the concept of forest as a resource in colonialism.</p> <p>Group project: Research and present a PPT on the colonial forest policy and its impact on forest societies.</p> <p><b>Day 3-4: "Rebellion in the Forest"</b></p> <p>Analyse the causes and effects of forest-based rebellions in history</p>		
<p><b>Day 5-6: Forest Transformations in Java, Tropical Evergreen Forests</b></p> <p>Examine the impact of human activity on forests in Java.</p> <p>Explore how changes in land use, agriculture, and industry have impacted the forests. Students can research the history of forest transformations in Java and their impact on the environment.</p> <p>Study the transformation of forests in Java, from pre-colonial to post-colonial times</p> <p>Compare and contrast the conversion of forest into agricultural land and the need.</p> <p>Through group discussions find solutions. Present an art integrated project.</p> <p>Discuss the characteristics of tropical evergreen forests, including their climate, soil, and flora/fauna. Students can research specific examples of tropical evergreen forests and the challenges they face, such as deforestation and climate change.</p> <p>Analyse and present the impact of forest transformations on society, economy and environment in Java. Compare and contrast it with India.</p> <p>Present a PPT of your learnings. Refer Annexure VI for rubrics</p> <p><b>Day 7-8:</b> Discuss how colonialism has affected the forest's biodiversity and the survival of indigenous communities living in and around the forest.</p>		

Group activity: Divide the group into smaller teams and assign them tasks related to identifying the impact of colonialism on different types of forests. For example, one team can research the impact of colonialism on forest fires, while another team can research the impact of colonialism on the survival of indigenous plants and animals. Make the students use cartoon strips to present their findings.

**Day 9-10:** Make the students to compile all the findings of 8 days' work and present in PPT and through the template given in Annexure V.