CBSE
SOCIAL SCIENCE
SYLLABUS 2024-25
(Code No. 087)
CLASS - IX

RATIONALE

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper, and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. [NEP 2020, pages 4-5]

Social Science is a compulsory subject up to secondary stage of school education. It is an integral component of general education. Social Science can play a unique role within the school curriculum to enable the Knowledge, Capacities, and Values and Dispositions that underpin this purpose of education as committed to in NEP.

Social Science plays an important role in developing an integrated understanding of the human world and its functioning, including its deep interrelationships with nature and the environment in the quest to continuously improve as a society. In the study of this subject, students learn methods of observing and interpreting the human world, which helps them lead their own lives and also contribute as members of a society.

Social Science also helps in developing some of the Values and Dispositions that are essential for democratic participation — building and sustaining cooperation among communities that strive for peace, harmony, equity, and justice for all. It encourages them to understand and appreciate the feeling of Indianness 'Bhartiyata' by valuing the rich cultural heritage and tradition of the country.

Social Science plays an important role in developing in an individual student a comprehensive sense of the human world and its functioning. In an increasingly globalizing and interdependent world, this understanding is critical to help students see how things around them are changing, what are the causes of these changes, and how the change impacts human societies.

It also helps them realize the need for interdependence, collaboration, and an appreciation for the diversity of human culture and societies. The subject also teaches students the method of observing and interpreting the world wearing the hat of a social scientist. It does so by building core skills such as observing what is going on around them, analysing causes of various phenomena (historical, geographical, socio-political, or economic) using evidence, asking questions, making connections, forming viewpoints based on conceptual understanding and evidence, recognizing patterns and generalizations, and arriving at logical conclusions.
These skills prepare the students in contributing to the nation as a responsible citizen of society.

AIMS & OBJECTIVE

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.
This can be enabled through:

i. an understanding of continuity and change in human civilisation, its causation and effect, and its impact on modern life,
ii. an understanding of the interaction between nature and human beings, the spatial patterns arising out of this interaction, and its   effect on human life,
iii. awareness and understanding of the diversity of people and their practices in different societies, regions, and cultures within societies,
iv.an awareness of various social, political, and economic institutions, their origin, functioning and transformations over time.

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.

These could be specifically seen as:
i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,
ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,
iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem-solving attitude,
iv. Skills to collect, organize, analyse, represent, and present data and information on various historical, geographical, and socio-political issues,
v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

c. Foster ethical, human, and Constitutional values:
As the DNEP 2019 emphasises, to foster a "democratic outlook and commitment to liberty and freedom; equality, justice, and fairness; embracing diversity, plurality, and inclusion; humaneness and fraternal spirit; social responsibility and the spirit of service; ethics of integrity and honesty; scientific temper and commitment to rational and public dialogue; peace; social action through Constitutional means; unity and integrity of the nation, and a true rootedness and pride in India with a forward-looking spirit to continuously improve as a nation.

CLASS IX
COURSE STRUCTURE

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

4	Climate	12	**17+3 map pointing***
	Natural Vegetation and Wildlife **(Only map pointing to be evaluated in the annual examination**.)	3	
5	**Interdisciplinary project as part of multiple assessments** (Internally assessed for 5 marks)	5	
6	Population	8	* Marks as mentioned above

Political Science (Democratic Politics - I)		Suggestive no. of periods = 50	20 Marks
Chapter No.	**Chapter name**	**No. of Periods**	**Marks allocated**
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	

2	People as Resource	10	
3	Poverty as a Challenge	15	20
4	Food Security in India	15	

HISTORY: India and the Contemporary World - I				
Content	**Curricular goals**	**Competency**	**Learning outcome**	**Suggestive Pedagogical process**
Section I: Events and Processes Chapter-1 The French Revolution	CG-2 Analyses the important phases in world history and draws insight to understand the present-day world	C-2.1 Explains historical events and processes with different types of sources with specific examples from India and world history. C-2.4 Explains the growth of new ideas and practices across the world and how they affected the course of world history. C-2.5 Recognises the various practices that arose, such as those in C-2.4, and came to be condemned later on (such as racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and	➢ The students will be able to Infer how the French Revolution had an impact on the European countries in the making of nation states in Europe and elsewhere. ➢ Will be able to Illustrate that, the quest for imperialism triggered the First World War. ➢ Will Examine various sources to address imbalances that may lead to revolutions.	➢ Conduct Classroom discussions to compare the conditions that prevailed in France that led to revolution and the conditions that led to the first war of Indian Independence. (1857). ➢ Use Graphic Organisers (concept map/story map etc) to examine the situations. ➢ Suggest solutions to address such imbalances and discriminations that lead to revolutions. ➢ Appraise the impact of the French revolution on the world with a group presentation.

			have left unhealed wounds.	
Chapter 2- Socialism in Europe and the Russian Revolution	CG-2 Analyses important phases of world history and draws insight to understand the present-day world	C-2.1 Explains historical events and processes with different types of sources with specific examples from India and world history. C-2.4 Explains the growth of new ideas in Europe and Asia and how it affected the course of human history	➢ To compare the situations that led to the rise of Russian and French Revolutions. ➢ Examine the situations that led to the establishment of Lenin's communism and Stalin's collectivization. ➢ Analyse the role played by the varied philosophers and leaders that shaped the revolution.	➢ Flipped learning through making of concept maps/role plays etc reflecting the situations which led to both revolutions. ➢ Flow chart reflecting how Lenin's communism /Stalin's collectivization wa established. ➢ Socratic method to discuss the role played by the varied philosophers and leaders that shaped the revolution
Chapter 3-Nazism and the Rise of Hitler.	CG-2 Analyses important phases of world history and draws insight to understand the present-day world	C-2.1 Explains historical events and processes with different types of sources with specific examples from India and world history. C-2.4 Explains the growth of new ideas in Europe and Asia and how it affected the course of human history.	➢ Analyse the role of "Treaty of Versailles" in the rise of Hitler to power. ➢ Analyse the genocidal war waged against the "undesirables" by Hitler. ➢ Compare and contrast the characteristics of Hitler and Gandhi	➢ Audio-visual aids like a film or animations can be shown followed by a discussion on the reasons for the rise and fall of Hitler. ➢ Jig saw strategy to critique the genocidal war waged against the "undesirable" by the Nazis.

		C-2.5 Recognises the various practices that arose, such as those in C-2.4, and came to be condemned later on (such as racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and have left unhealed wounds.		➤ Role play/Dramatize the Characters-Hitler and Gandhi. Cartoon interpretations on these leaders.
Section II: Livelihoods, Economies and Societies Chapter 4 Forest Society and Colonialism	**Inter Disciplinary Project** with Chapter 5 of Geography "Natural Vegetation and Wildlife"	Refer Annexure II	Refer Annexure II	Refer Annexure II
Chapter 5 Pastoralists in the Modern World	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity, and biodiversity of the region	C-4.3 Draws inter-linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation, and wildlife. C-4.4 Analyses and evaluates the inter-relationship between	➤ Examine the situations that have created nomadic societies highlighting the key factor played by the climatic conditions and topography. ➤ Analyse varying patterns of developments within pastoral societies in	➤ Locate the various pastoral communities on an outline map of India and explain cyclical movements of these according to climatic conditions. ➤ Audio Visual aids like documentaries on the various pastoral

| | | the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos that resulted in practices of nature conservation.

C-4.5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them | different places in India.
➢ Comprehend the impact of colonialism on Pastoralists in India and Africa. | communities can be shown.
➢ Presentations comparing the lives of pastoralists and the colonial impact on pastoralists in India and Africa.
➢ T charts and similar graphic organizers to compare the lives of pastoralists in pre- and post-colonial periods.
➢ Think-pair and share can be practised to discuss various methods of colonial policies of exploitation and their impact on pastoralists of Africa and India. |

Political Science: Democratic Politics - I				
Content	**Curricular goals**	**Competency**	**Learning outcome**	**Suggestive Pedagogical process**
1. What is Democracy? Why Democracy?	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics	C-5.4 Analyses the basic features of a democracy and democratic government – and its history in India	➢ Examine the concept structural components of Democracy and its forms/ features.	➢ Brainstorming on introduction of concepts of Democracy & features of Democracy

	of a democratic government	and across the world – and compares this form of government with other forms of government	➢ Compare and Contrast working of democracies of India and North Korea and infer on their differences and significance in each country. ➢ Analyse and infer on the different historical processes and forces that have contributed for the promotion of democracy	➢ 4 corners strategy to discuss "What & why of democracy? ➢ students create democratic governance model in the class. ➢ Cartoon interpretation to summarize the benefits of democracy
2. Constitutional Design	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government	C-5.1 Understands that the Indian Constitution draws from the great cultural heritage and common aspirations of the Indian nation, and recalls India's early experiments with democracy (assemblies in Mahajanapadas, kingdoms and empires at several levels of the society, guilds sanghas and ganas, village councils and committees, Uthiramerur inscriptions)	➢ Group discussion and describe the situation that led to creation of Indian Constitution ➢ Enumerate the essential features that need to be kept in mind while drafting any constitution. Examine the guiding values that created the Indian constitution ➢ Comprehend the roles and responsibilities as citizens of India.	➢ Group Discussion to comprehend the purpose of constitution. ➢ Poster making/ wall magazine for Comparing and contrasting between Preamble of South African constitution with the preamble of Indian constitution. ➢ Declamation strategy for discussing the roles and responsibilities of citizens.

3. Electoral Politics	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government	C-5.3 Explains that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties	➢ Analyse the implications of power of vote and power of recall. ➢ Summarize the essential features of the Indian Electoral system. ➢ Examine the rationale for adopting the present Indian Electoral System.	➢ Role play on performing fundamental duties. ➢ Perform school council elections for practical learning of the system. ➢ Design and present election manifesto. ➢ Create multiple parties and create symbols for elections. ➢ Use street play to create awareness about the right to vote and fundamental duties.
4. Working of Institutions	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government	C-5.5 Analyses the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as the media, civil society, socio-religious institutions, and community institutions	➢ Examine the roles, responsibilities, and interdependency of all the 3 organs of the Government. ➢ Appreciate the parliamentary system of executive's accountability to the legislature. ➢ Summarize and evaluate the rule of law in India.	➢ Watch videos of Parliament and discuss the importance of question hour. ➢ Present Moot court to evaluate the rule of Law. Examine the relevant case studies to evaluate the rule of law conduct Mock Parliament session. ➢ Collect information on the performance of the functioning of a democratic government and society from social media and other institutions and present.

| 5. Democratic Rights | CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government | C-5.2 Appreciates fundamental Constitutional values and identifies their significance for the prosperity of the Indian nation. | ➢ Analyse the role of the responsible citizens.

➢ Summarize the importance of fundamental rights and duties in the light of the nation's glory.

➢ Recognize the role of a responsible citizen while performing their prescribed duties versus claiming rights. | ➢ Debate the need to have rights in the light of study of Saudi Arabia.
➢ Case study to analyse the role of citizens when the rights are exercised or otherwise.
➢ Organize a moot court to discuss the violation of individual rights.
➢ Graphic organizer to summarize the coexistence of rights vs duties. |

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Geography: Contemporary India - I

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Content	Curricular goals	Competency	Learning outcome	Suggestive Pedagogical process
1. India – Size and Location	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region.	C-4.1 Locates physiographic regions of India and the climatic zones of the world on a globe/map.	➢ Examine how the location of an area impacts its climate and time with reference to longitude and latitude. ➢ Explore and analyses the trading and cultural relationships of India with its neighbouring countries. ➢ Evaluate the situation & reasons that made	➢ On map of India Locate physiographic regions of India and the climatic zones of the world on a globe/map. ➢ Use GeoGebra, Google earth to represent and justify the reasons for the differences in climatic conditions, local and standard time. ➢ Brainstorming strategy for inferring conditions

			• 82.5E* longitude as Time meridian of India. ➢ Examine how location of India enables its position as a strategic partner in the subcontinent. ➢ Justify the reasons for the differences in climatic conditions, local and standard time.	and relationships of the people living in states that are sharing border with the neighbouring countries impact trade and culture. ➢ Make a PPT presentation on the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region.
2. Physical Features of India	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region.	C-4.2 Explains important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region	➢ Justify how the Physical Features of India influences the livelihoods, culture, and the biodiversity of the region. ➢ Examine the geological process that played a crucial role in the formation of diverse physical features in India. ➢ Analyse the conditions and relationships of the people living in different physiographic areas.	➢ Use Art integrated strategies like gallery walk/Model making to demonstrate how physical features make India a sub-continent. ➢ Group work to discuss the lives and relationships amongst physiographic areas. ➢ Brainstorming and make a comparison of India's Physical features with another country. ➢ presentation using different modes such as

			> Examine various environmental issues.	Journals, Collage and other references.
3.Drainage	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them	> Examine the information about different lakes and infer on their contribution to Indian ecology. > Present creative solutions to overcome the water pollution also to increase the contribution of water bodies to Indian economy. > Identify the river systems of the country and explain the role of rivers in human society	> 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. > Students will prepare a chart on lakes. > Slogan writing, poster making/ save River songs/ to bring awareness on water pollution and suggest solutions
4. Climate	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.3 Draws inter-linkages between various components of the physical environment, such as climate and relief, climate and vegetation and wildlife	> Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent. > Analyse the temperatures between plateau region, Himalayan region, desert region and coastal region. > Enumerate and summarize the reasons for the wide difference between temperatures at different	> 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. > Collect Newspaper reports for knowing the weather status. > Prepare and present mock drills on climate change and protocols as

Content	Curricular goals	Competency	Learning outcome	Suggestive Pedagogical process
			geographical locations of India	preventive action for various disasters
5. Natural Vegetation and Wildlife.	Inter disciplinary project	Inter disciplinary project with chapter no IV of History "Forest, Society and Colonialism	Refer annexure II	Refer annexure II
6. Population	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation	➢ Analyse and infer the reasons behind the uneven distribution of population in India with specific reference ➢ to UP & Rajasthan and Mizoram and Karnataka ➢ Enlist the factors that affect the population density	➢ Use a Pie -diagram to depict the population distribution in India. ➢ Group discussion and presentation on reasons behind the uneven distribution of Population

ECONOMICS

Content	Curricular goals	Competency	Learning outcome	Suggestive Pedagogical process
Chapter 1: The Story of Village Palampur	CG-7 Develops an understanding of the economy of a nation-state, with specific reference to India.	C-7.1 Defines key features of the economy such as production, distribution, demand, supply, trade, and commerce, and factors that influence these aspects (including technology).	➢ Enlist the requirements of production and comprehend the interdependence of these requirements. ➢ Corelate farming and non-farming activities to economic growth. ➢ Comprehend how the significance of conditions of farming	➢ Visit to a nearby village or local markets and interview different classes of farmers to know about their lifestyles and thereafter present in the class. ➢ Concept map/Poster making/ gallery walk to enlist the factors of production and

		C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India.	and the factors of production impact economic development. ➢ Find solutions to foster an equitable society.	evaluate their interdependence. ➢ Discussion/PPT presentation on how to eradicate poverty among farmers and trying to suggest innovative strategies to improve the farmers lifestyles.
Chapter -2 People as Resource	CG-7 Develops an understanding of the economy of a nation, with specific reference to India.	C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India.	➢ Evaluate the reasons that contribute to the quality of population. ➢ Observe the different government schemes in some states and see its effect on the quality of people there by. ➢ Propose innovative strategies to resolve unemployment problems.	➢ Classroom discussions/debates on various factors that affect the quality of population. For e.g. significance of Education/Health in Human Resource Development. ➢ Make a newsletter collecting articles from newspapers/magazines etc on illiteracy and unemployment status in India and government initiative in solving the issues. ➢ Audio-Visual aids showing initiatives undertaken by the government in promoting education

				and employment in various states of India.
Chapter 3 Poverty as a challenge	CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature.	C-8.1 Gathers, comprehends, and analyses data related to poverty and unemployment in one's locality and at the national level. C-8.2 Understands and analyses the concepts and practice of the range of economic systems – from free market to entirely state controlled markets. C-8.4 Describes India's recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress	➢ Comprehend the reasons of poverty in the rural and urban areas. ➢ Evaluate the efficacy of government to eradicate poverty. ➢ Compare how poverty estimates have transformed from 1993-94 to 2011-12. ➢ Corelate the link between education and poverty.	➢ PPT presentation using case study given in NCERT text on the reasons of rural and urban poverty. ➢ Declamation with data to evaluate the efficacy of government to eradicate poverty and suggest measures/ ways which can be used to minimise the same. ➢ Debate on the topic- 'Can education remove poverty?'

| Chapter 4 Food Security in India | CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature. | C-8.2 Understands and analyses the concepts and practice of the range of economic systems – from free market to entirely state controlled markets. C-8.4 Describes India's recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress.

 C-8.5 Appreciates the connections between economic development and the environment, and the broader indicators of societal wellbeing beyond GDP growth and income. | ➢ Comprehend various aspects of food security that will ensure continuity of supply to the masses.
➢ Enumerate the different features of PDS that directly address FSI.
➢ Analyse and infer the impact of Green Revolution.
➢ Analyse the causes and impact of famines/disasters in food security during pre and post independent India. | ➢ Case study and group discussion to connect the link between a well-structured food security system and continuity of supply to masses.
➢ Guest Speaker programmes where govt. officials can be called to talk on FSI and PDS (Public Distribution System)
➢ Panel Discussion /seminar on the impact of the green revolution and PDS.
➢ Concept maps explaining the causes behind the famines in the colonial period and the causes and impact of recurring disasters on food security in post independent India through examples. |

CLASS IX
LIST OF MAPS

S. No.	Subject	Name of the Chapter	List of Areas to be located /labeled/identified on the map
I	History	French Revolution	Outline political map of France. Locate/label/identify. • Bordeaux, Nantes, Paris and Marseille
		Socialism in Europe and the Russian Revolution	Outline political map of the World. Locate/label/identify Major countries of First World War: Central Powers: Germany, Austria-Hungary, Turkey (Ottoman Empire). Allied Powers – France, England, Russia and USA
		Nazism and the Rise of Hitler	Outline Political Map of World. Locate/label/identify Major countries of Second World War Axis: Powers – Germany, Italy, Japan Allied Powers – UK, France, Former USSR, USA
II	Geography	India : size and location	• India – States and Capitals • Tropic of Cancer, Standard Meridian (Location and Labeling) • Neighbouring Countries
		India physical features	• Mountain Ranges : The Karakoram, The Zanskar, The Shivalik, The Aravali, The Vindhya, The Satpura, Western and Eastern Ghats • Mountain Peaks – K2, Kanchan Junga, Anai Mudi • Plateau – Deccan Plateau, Chota Nagpur Plateau, Malwa Plateau • Coastal Plains – Konkan, Malabar, Coromandel & Northen Circar (Location and Labelling)
		Drainage system	Rivers (Identification only) • The Himalayan River Systems – The Indus, The Ganges and The Sutlej • The Peninsular Rivers – The Narmada, The Tapti, The Kaveri, The Krishna, The Godavari, The Mahanadi • Lakes – Wular, Pulicat, Sambar, Chilika
		Climate	• Annual rainfall in India, Monsoon wind direction
		Population	• Population density of all states • The state having highest and lowest density of population

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	Classroom, 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 etc.	5

CLASS IX
PRSECRIBED TEXT BOOKS

S. No.	Subject	Name of the Book	Publisher
1	History	India and the Contemporary World-I	NCERT
2	Political Science	Democratic Politics-I	NCERT
3	Geography	Contemporary India-I	NCERT
4	Economics	Economics	NCERT
5	Disaster Management	Together, towards a safer India- Part II	CBSE

Note: Please procure latest reprinted edition (2024-05) of prescribed NCERT textbooks.

ANNEXURE I

Project Work: Class IX

Project work	10 periods
Every student must undertake one project on Disaster Management **Objectives:** The main objectives of giving project work on Disaster Management to the students are to: ● To create awareness in them about different disasters, their consequences and management ● To prepare them in advance to face such situations ●To ensure their participation in disaster risk reduction plans ● To enable them to create awareness and preparedness among the community. ● The project work helps in enhancing the Life Skills of the students. ● Various forms of art must be integrated in the project work.	The students will develop the following competencies: • Collaboration • Use analytical skills. • Evaluate the situations during disasters. • Synthesize the information. • Find creative solutions. • Strategies the order of solutions. • Use right communication skills.

Guidelines:

To realize the expected objectives, 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.

Interdisciplinary Project: Class-IX

Subject and Chapter No	Name of the Chapter	Suggested Teaching Learning Process	Learning Outcomes with Specific Competencies	Time Schedule For Completion
History Chapter IV	Forest Society and Colonialism	Interdisciplinary project Teachers can make use of the pedagogies in facilitating the students in completion of Inter Disciplinary Project Constructivism Inquiry based learning Cooperative learning Research based learning. Experiential learning. Art integration **Multiple Assessment:** Ex. Surveys / Interviews / Research work/ Observation/ Story based Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /group discussion, /visual expression/ interactive bulletin boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self-	Compare the forest situations prevailed at pre- colonial, colonial and post- colonial era. Evaluate the growth &role of commercial forestry in different types of Vegetation. Analyse the reasons for rebellions at forest areas of south East-Asia with specification to JAVA. To defend the role of government and the local communities in protecting the forest cover.	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)

		assessment/integration of technology etc.		
Geography Chapter 5	Natural Vegetation and Wildlife		To devise ways to protect the forest vegetation and wildlife in India.	

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, A sample plan has been enclosed. Kindly access the link given below-

https://docs.google.com/document/d/1668TKkRt80r4-kbjJ_Y7zg4mF3Vq1Y9k/edit.

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

Day 1-2: "Colonialism and Forest Society"

Discuss the impact of colonialism on forest societies and explore the concept of forest as a resource in colonialism.

Group project: Research and present a PPT on the colonial forest policy and its impact on forest societies.

Day 3-4: "Rebellion in the Forest"

Analyse the causes and effects of forest-based rebellions in history

Watch the following film Group discuss about forest tribes of your state and the exploitations they face. Refer Annexure VI for Rubrics.

https://www.youtube.com/watch?v=N6SR0REa_YA

Day 5-6: **Forest Transformations in Java, Tropical Evergreen Forests**

Examine the impact of human activity on forests in Java.

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.

Study the transformation of forests in Java, from pre-colonial to post-colonial times.

Compare and contrast the conversion of forest into agricultural land and the need.

Through group discussions find solutions. Present an art integrated project.

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.

Group project: watch the video through the link https://www.youtube.com/watch?v=Ml0xvHsBigI

Analyse and present the impact of forest transformations on society, economy and environment in Java. Compare and contrast it with India.

Present a PPT of your learnings. Refer Annexure VI for rubrics

Day 7-8: Discuss how colonialism has affected the forest's biodiversity and the survival of indigenous communities living in and around the forest

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.

Presentation Template by the students - Class IX

Name of the Student:	
Members of Team:	
Class : Section:	**Date of Submission:**
Topics of IDP:	
Title of the Project:	
Objectives:	
Multiple Assessment: Ex. Surveys / Interviews / Research work/ Observation/ Story based Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /group discussion, /visual expression/ interactive bulletin boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self-assessment/integration of technology etc.	
Evidences: Photos, Excerpts from Interviews, observations, Videos, Research References, etc.	
Overall presentation: Link of PPT, shared documents, can be digital/handwritten, as per the convenience of the school.	
Acknowledgement:	
References (websites, books, newspaper etc)	
Reflections:	