

SESSION: 2024-25
ANNUAL COURSE STRUCTURE
CLASS IX
Subject: SOCIAL SCIENCE (SUB Code: 087)

No.	Book	Marks
I	India and the Contemporary World – I	20
II	Contemporary India – I	20
III	Democratic Politics – I	20
IV	Economics	20
Total		80
Internal Assessment		20
Grand Total		100

TERM WISE SYLLABUS

Book	Chapter No and Name	Curricular Goals	Competency	Learning Outcome	Suggestive Pedagogical Process
India and the Contemporary World – I	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,	❖ 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 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 and suggest solutions to address such imbalances and discriminations that lead to revolutions.

			exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and have left unhealed wounds.		❖ Appraise the impact of the French revolution on the world with a group presentation.
India and the Contemporary World – I	Chapter-5: Pastoralists in the Modern world (To be assessed in Periodic Assessment / Mid Term Exam only)	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 and wildlife. C-4.4 Analyse and evaluates the interrelationship between 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.	<ul style="list-style-type: none"> ❖ 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 different places in India. ❖ Comprehend the impact of colonialism on Pastoralists in India and Africa. 	<ul style="list-style-type: none"> ❖ 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 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.
Democratic Politics – I	Chapter-1: What is Democracy ? Why Democracy ?	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristic of a democratic government	C-5.4 Analyses the basic features of a democracy and democratic government – and its history in India and across the world – and compares this form of government with other forms of government	<ul style="list-style-type: none"> ❖ Examine the concept structural components of Democracy and its forms/ features. ❖ 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 	<ul style="list-style-type: none"> ❖ Brainstorming on introduction of concepts of Democracy & features 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.
Democratic Politics – I	Chapter-2: Constitutional Design	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristic 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,	<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ 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

			Uthiramerur inscriptions)	as citizens of India.	
Contemporary India – I	Chapter-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.	<ul style="list-style-type: none"> ❖ Examine how the location of an area impacts its climate and time with reference to longitude and latitude. ❖ Explore and analyse the trading and cultural relationships of India with its neighbouring countries. ❖ Evaluate the situation & reasons that made 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. 	<ul style="list-style-type: none"> ❖ On map of India locate physiographic regions of India and the climatic zones of the world on a globe/map. ❖ Use Geo-Gebra, Google earth to represent and justify the reasons for the differences in climatic conditions, local and standard time. ❖ 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. ❖ 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.
Contemporary India – I	Chapter-2: Physical Features of India	CG-4 Develops an understanding of the inter-relationship Between human beings and	C-4.2 Explains important geographical concepts, characteristics of key landforms, their origin, and other physical	<ul style="list-style-type: none"> ❖ Justify how the Physical Features of India influences the livelihoods, culture, and the 	<ul style="list-style-type: none"> ❖ Use Art integrated strategies like gallery walk/Model making to demonstrate how physical

		their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region.	factors of a region.	<p>biodiversity of the region.</p> <ul style="list-style-type: none"> ❖ 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. ❖ Examine various environmental issues of physiographic areas. 	<p>features make India a sub-continent.</p> <ul style="list-style-type: none"> ❖ 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 Journals, Collage and other references.
Contemporary India – I	Chapter-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	<ul style="list-style-type: none"> ❖ 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. 	<ul style="list-style-type: none"> ❖ 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.
Economics	Chapter-1: The Story of Village Palampur	CG-7 Develops an understanding of the economy of a nation-state, with specific	C-7.1 Defines key features of the economy such as production, distribution, demand, supply, trade, and	<ul style="list-style-type: none"> ❖ Enlist the requirements of production and comprehend the interdependen 	<ul style="list-style-type: none"> ❖ Visit to a nearby village or local markets and interview different classes of

	(To be assessed in Periodic Assessment / Mid Term Exam only)	reference to India.	commerce, and factors that influence these aspects (including technology). C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India.	ce of these requirements. ❖ Co-relate farming and non-farming activities to economic growth. ❖ Comprehend how the significance of conditions of farming and the factors of production impact economic development. ❖ Find solutions to foster an equitable society.	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 evaluate their interdependence. ❖ Discussion/PPT presentation on how to eradicate poverty among farmers and trying to suggest innovative strategies to improve the farmers' lifestyles.
Economics	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.
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- ❖ **Note: Above mentioned Syllabus is to be completed by 13th September 2024.**
- ❖ **Revision of syllabus for Mid Term Examination.**

Mid Term Examination 2024

Book	Chapter No and Name	Curricular Goals	Competency	Learning Outcome	Suggestive Pedagogical Process
India and the Contemporary World – I	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	<p>C-2.1 Explains historical events and processes with different types of sources with specific examples from India and world history.</p> <p>C-2.4 Explains the growth of new ideas in Europe and Asia and how it affected the course of human History.</p>	<ul style="list-style-type: none"> ❖ To compare the situations that led to the rise of Russian and French Revolution. ❖ 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. 	<ul style="list-style-type: none"> ❖ 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 was established. ❖ Socratic method to discuss the role played by the varied philosophers and leaders that shaped the revolution
India and the Contemporary	Chapter-3: Nazism and the Rise of Hitler	CG-2 Analyses important phases of world history and draws insight to understand the	C-2.1 Explains historical events and processes with different types of sources with specific	❖ Analyse the role of "Treaty of Versailles" in the rise	❖ Audio-visual aids like a film or animations can be

World – I		present day world.	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. 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 history.	of Hitler to power. ❖ Analyse the genocidal war waged against the “undesirables” by Hitler. ❖ Compare and contrast the characteristics of Hitler and Gandhi.	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.
India and the Contemporary World – I	Chapter-4: Forest Society and Colonialism	<ul style="list-style-type: none"> • Inter Disciplinary Project with Geography Ch-5 ‘Natural Vegetation and Wildlife’ as part of multiple assessments. 	<ul style="list-style-type: none"> • Refer Annexure II 	<ul style="list-style-type: none"> • Refer Annexure II 	<ul style="list-style-type: none"> • Refer annexure II
Democratic Politics – I	Chapter-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.	<ul style="list-style-type: none"> ❖ Analyse the implications of power of vote and power of recall. ❖ Summarize the essential features of the Indian Electoral system. 	<ul style="list-style-type: none"> ❖ Role play on performing fundamental duties. ❖ Perform school council elections for practical learning of the system. ❖ Design and present

				<ul style="list-style-type: none"> ❖ Examine the rationale for adopting the present Indian Electoral System. 	<p>election manifesto.</p> <ul style="list-style-type: none"> ❖ Create multiple parties and create symbols for elections. ❖ Use street play to create awareness about the right to vote and fundamental duties.
Democratic Politics – I	Chapter-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.	<ul style="list-style-type: none"> ❖ Examine the roles, responsibilities, and interdependency of all the three organs of the Government. ❖ Appreciate the parliamentary system of executive's accountability to the legislature. ❖ Summarize and evaluate the rule of law in India. 	<ul style="list-style-type: none"> ❖ 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.
Democratic Politics – I	Chapter-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.	<ul style="list-style-type: none"> ❖ Analyse the role of the responsible citizens. ❖ Summarize the importance of fundamental rights and duties in the light of 	<ul style="list-style-type: none"> ❖ 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

				<p>the nation's glory.</p> <ul style="list-style-type: none"> ❖ Recognize the role of a responsible citizen while performing their prescribed duties versus claiming rights. 	<p>exercised or otherwise.</p> <ul style="list-style-type: none"> ❖ Organize a moot court to discuss the violation of individual rights. ❖ Graphic organizer to summarize the coexistence of rights vs duties.
Contemporary India – I	Chapter-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.	<ul style="list-style-type: none"> ❖ 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 geographical locations of India. 	<ul style="list-style-type: none"> ❖ 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 preventive action for various diseases.
Contemporary India – I	Chapter-5: Natural Vegetation and Wild life (Only Map Pointing in the Annual	<ul style="list-style-type: none"> • Inter disciplinary project with History Ch 'Forest Society and Colonialism' as part of multiple 	<ul style="list-style-type: none"> • Refer annexure II 	<ul style="list-style-type: none"> • Refer annexure II 	<ul style="list-style-type: none"> • Refer annexure II

	Examination.)	assessments.			
Contemporary India – I	Chapter-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.	<ul style="list-style-type: none"> ❖ 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. 	<ul style="list-style-type: none"> ❖ Use a Pie - diagram to depict the population distribution in India. ❖ Group discussion and presentation on reasons behind the uneven distribution of Population.
Economics	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.	<p>C-8.1 Gathers, comprehends, and analyses data related to poverty and unemployment in one's locality and at the national level.</p> <p>C-8.2 Understands and analyses the concepts and practice of the range of economic systems – from free market to entirely state controlled markets.</p> <p>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.</p>	<ul style="list-style-type: none"> ❖ 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. ❖ Co-relate the link between education and poverty. 	<ul style="list-style-type: none"> ❖ 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?'

Economics	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.	<ul style="list-style-type: none"> ❖ 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. 	<ul style="list-style-type: none"> ❖ 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.
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Note:

- ❖ **Above mentioned Syllabus is to be completed by 31 January 2025.**
- ❖ **Revision of Syllabus for Annual Examination.**
- ❖ **Whole syllabus will be evaluated in Annual Examination.**

Annual Examination 2025

LIST OF MAP ITEMS CLASS IX (2024-25)

SUBJECT – HISTORY (2 Marks)

Chapter-1: The French Revolution

Outline Map of France locate/ label/ identify;

- **Bordeaux**
- **Nantes**
- **Paris**
- **Marseilles**

Chapter-2: Socialism in Europe and the Russian Revolution

Outline Political Map of World locate/ label/ identify;

Major countries of First World War

- **Central Powers** - Germany, Austria-Hungary, Turkey (Ottoman Empire)
- **Allied Powers** – France, England, Russia, and U.S.A.

Chapter-3: 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** - United Kingdom (U.K.), France, Former USSR, U.S.A.

SUBJECT – GEOGRAPHY (3 Marks)

Chapter -1: India-Size and Location

- India-States and Capitals,
- Tropic of Cancer, Standard Meridian (Location and Labelling)
- Neighbouring Countries

Chapter -2: Physical Features of India

- **Mountain Ranges:** The Karakoram, The Zasker, The Shivalik, The Aravali, The Vindhya, The Satpura, Western & Eastern Ghats
- **Mountain Peaks** – K2, Kanchan Junga, Anai Mudi
- **Plateau** - Deccan Plateau, Chota Nagpur Plateau, Malwa Plateau
- **Coastal Plains** - Konkan, Malabar, Coromandel & Northern Circar (Location and Labelling)

Chapter -3: Drainage

Rivers: (Identification only)

- **The Himalayan River Systems**-The Indus, The Ganges, and The Satluj
- **The Peninsular rivers**-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi
- **Lakes:** Wular, Pulicat, Sambhar, Chilika

Chapter - 4: Climate

- Annual rainfall in India, Monsoon wind directions

Chapter - 6: Population

- Population density of all states.
- The state having highest and lowest density of population.

CLASS IX 2024-2025

Weightage to Type of Questions

Sr. No.	Types of Questions	Marks (80)	Percentage
1	1 Mark MCQs (20x1) (Inclusive Of Assertion, Reason, Differentiation & Stem)	20	25%
2	2 Marks Narrative Questions (4x2) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	8	10%
3	3 Marks Narrative Questions (5x3) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	15	18.75%
4	4 MARKS Case Study Questions (3x4) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	12	15%
5	5. Mark Narrative Questions (4x5) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	20	25%
6	Map Pointing	5	6.25%
	Total	80	100

Weightage to Competency Levels

Sr. No.	Competencies	Marks (80)	Percentage
1	Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas.	24	30%
2	Applying: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	11	13.25%
3	Formulating, Analysing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	40	50%
4	Map Skill	5	6.25%
	Total	80	100

ANNEXURE-I**PROJECT WORK CLASS IX (2024-25)**

Project Work

10 Periods

Every student has to compulsorily undertake **one project on Disaster Management**

Objectives: The main objectives of giving project work on Disaster Management are to:

- Create awareness in them about different disasters, their consequences and management.
- Prepare them in advance to face such situations
- Ensure their participation in disaster mitigation plans.
- Enable them to create awareness and preparedness among the community.
- Enhance the Life Skills of the students.
- Various forms of art may be integrated in the project work.

Competencies to develop;
The students need;

- 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 discussion etc.

- The distribution of marks over different rubrics relating to Project Work is as follows:

S. No.	Rubrics	Marks
a	Content accuracy, originality and Collaborative skills	2
b	Competencies exhibited and Presentation	2
c	Viva Voce	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 Name and Chapter No.	Name of the chapter	Suggested Teaching Learning Process	Learning outcome with specific competencies	Time Schedule for Completion
History Chapter-4	Forest Society and Colonialism	<p>Interdisciplinary project Teachers can make use of the pedagogies in facilitating the students in completion of Inter disciplinary Project.</p> <ul style="list-style-type: none"> • Constructivism. • Inquiry based learning • Cooperative learning • Research based learning. • Experiential learning. • Art integration <p>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.</p>	<ul style="list-style-type: none"> • 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. • To devise ways to protect the forest vegetation and wildlife in India. 	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)
Geography Chapter -5	Natural Vegetation and Wildlife			

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

or



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=M10xvHsBigI>



- 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.

ANNEXURE V

Presentation Template by the students - Class IX & X

Name of the Student:	
Member of Team:	
Class and Section:	Date of Submission:
Topics of IDP:	
Title of the Project:	
Objective:	
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/ 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:	

ANNEXURE VI (Rubrics of IDP)

Rubrics	Marks allocated
Research Work	1
Collaboration & Communication	1
Presentation & Content relevance	1
Competencies- <ul style="list-style-type: none">● Creativity● Analytical skills● Evaluation● Synthesizing	2
Total	5