

**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
<b>I</b> Events and Process	<b>I</b>	The French Revolution	15	<b>18+2 map pointing</b>
	<b>II</b>	Socialism in Europe and the Russian Revolution	15	
	<b>III</b>	Nazism and the Rise of Hitler	15	
<b>II</b> Livelihoods, Economies and Societies	<b>IV</b>	Forest, Society and Colonialism <b>Interdisciplinary project as part of multiple assessments</b> (Internally assessed for 5 marks)	5	
	<b>V</b>	Pastoralists in the Modern World <b>(To be assessed as part of Periodic Assessment only)</b>	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		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	

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

**CLASS IX**  
**COURSE CONTENT**

<b>History: India and the Contemporary World - I</b>			
<b>Chapter No. and Name</b>	<b>Specific Learning Objectives</b>	<b>Suggestive Teaching Learning Process</b>	<b>Learning Outcome With Specific Competencies</b>
<b>I</b>  <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>
<b>II</b>  <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>

<p><b>the Russian Revolution</b></p>	<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>
<p><b>III Nazism and the Rise of Hitler</b></p>	<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>
<p><b>IV</b></p> <p><b>Forest, Society and Colonialism</b></p>	<p><b>Inter Disciplinary Project</b> with Chapter 5 of Geography “Natural Vegetation and Wild Life</p>	<ul style="list-style-type: none"> <li>Refer Annexure II</li> </ul>	<ul style="list-style-type: none"> <li>Refer Annexure II</li> </ul>
<p><b>V</b></p> <p><b>Pastoralists in the Modern World</b></p>	<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**

<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 align="center"><b>1</b></p> <p><b>What is Democracy? Why Democracy?</b></p>	<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>
<p align="center"><b>2</b></p> <p><b>Constitutional Design</b></p>	<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>	performing their prescribed duties versus claiming rights <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>
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**Geography: Contemporary India - I**

Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome With Specific Competencies
<b>1</b>  <b>India - Size and Location</b>	<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. (Link for Carousel Brain storming Strategy <a href="https://www.youtube.com/watch?v=zZxaS7v1-jo">https://www.youtube.com/watch?v=zZxaS7v1-jo</a>)</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 (82.5E) 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.	<p>to increase the contribution of water bodies to Indian economy</p> <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. <ul style="list-style-type: none"> <li>Enlist the factors that affect the population density.</li> </ul>
<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 style="text-align: center;"><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 style="text-align: center;"><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

**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

**Links for NCERT rationalised 2023-24 textbooks:**

- <https://ncert.nic.in/textbook.php?iess1=ps-6>
- <https://ncert.nic.in/textbook.php?iess2=0-4>
- <https://ncert.nic.in/textbook.php?iess3=0-5>
- <https://ncert.nic.in/textbook.php?iess4=ps-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 specification to JAVA.</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, A sample plan has been enclosed. Kindly access the link given below

[https://docs.google.com/document/d/1668TKkRt80r4-kbjJ\\_Y7zg4mF3Vq1Y9k/edit](https://docs.google.com/document/d/1668TKkRt80r4-kbjJ_Y7zg4mF3Vq1Y9k/edit)

**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

**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](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=MI0xvHsBigI>

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.

CBSSE

### ANNEXURE III

Class X - Project Work	10 periods.	5 marks
<p>Every student has to compulsorily undertake one project on</p> <p><b>Consumer Awareness OR Social Issues OR Sustainable Development</b></p> <p><b>Objectives:</b> The overall objective of the project work is to help students gain an insight and pragmatic understanding of the theme and see all the Social Science disciplines from an interdisciplinary perspective.</p> <p>It should also help in enhancing the Life Skills of the students.</p> <p>Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report.</p> <p>If required, students may go out for collecting data and use different primary and secondary resources to prepare the project.</p> <p>If possible, various forms of art may be integrated in the project work.</p>		<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:

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	1

- 1) The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.
- 2) All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
- 3) 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.
- 4) 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.
- 5) The Project Report can be handwritten or digital.
- 6) 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)
- 7) Must be done at school only as specific periods are allocated for project work.
- 8) 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.
- 9) Records pertaining to projects (internal assessment) of the students will be maintained for a period of three months from the date of declaration of result for verification at the discretion of Board. Sub judice cases, if any or those involving RTI / Grievances may however be retained beyond three months.



## ANNEXURE IV

### Interdisciplinary Project: Class X

10 periods					Max. Marks 5
Subject Name and Chapter No.	Name of the chapter	Specific Learning objectives	Suggested Teaching Learning Process	Learning Outcome with specific competencies	Time schedule for Completion
<b>History</b>  <b>Chapter III</b>	Making of a Global World	<ul style="list-style-type: none"> <li>Trace the history of globalization and point out the shifts within the process.</li> <li>Analyse the implication of globalization on local economies.</li> <li>Examines the importance of transportation for the economic growth and development in India.</li> </ul>	The teachers may use the following pedagogies in facilitating the students in completion of Interdisciplinary Project. <ol style="list-style-type: none"> <li>1) Constructivism</li> <li>2) Inquiry based learning</li> <li>3) Cooperative learning</li> <li>4) Learning station</li> <li>5) Collaborative learning</li> <li>6) Videos/Visuals/documentaries/movie clippings</li> <li>7) Carousel technique</li> <li>8) Art integrated learning</li> <li>9) Group Discussions</li> </ol>	<ul style="list-style-type: none"> <li>Analyse the implication of globalization for local economies.</li> <li>Discuss how globalization is experienced differently by different social groups.</li> <li>Enumerates how the transportation works as a life line of economy.</li> </ul>	The Schools to do IDP between the months of April and September at the School under the guidance of teacher.  (Carry over of project to home must be strictly avoided)
	<b>Geography</b>  <b>Chapter 7</b>	Lifelines of National Economy	<ul style="list-style-type: none"> <li>Analyse the impact of roadways and railways on the national economy</li> <li>Evaluates the challenges faced by the roadways and railway sector in the country</li> <li>Discuss how globalization is experienced</li> </ul>	Multiple Assessment: Ex. Surveys / Interviews / Research work/ Observation/ Story based	

<b>Economics</b>  <b>Chapter 4</b>	Globalization and the Indian Economy	differently by different social groups. <ul style="list-style-type: none"> <li>• Connect the role of means of transport and communication in the process of globalization.</li> <li>• Investigate the factors that facilitated the growth on MNC 's</li> </ul>	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.	<ul style="list-style-type: none"> <li>• Integrate various dimensions of globalisation in terms of cultural / political/ social /economical aspects)</li> <li>• Appraise the evolution of Globalisation and the global trends</li> </ul>	
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**Guidelines:**

- 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
- Methodology (A sample interdisciplinary project plan Link has been provided to get an insight about IDP.
- Topic: The Making of a Global World, Globalisation and Life lines of Economy

<https://docs.google.com/document/d/1dlwwFeaSrExJHMTkzcEuoq3ehh-7FtHM/edit>

**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.
- 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 below

### Class X: 10-day Suggestive plan for Interdisciplinary Project

#### **Day 1: Introduction to the Interdisciplinary Project and Setting the Context:**

Brief overview of the project and its objectives to be given by the teachers.

History teacher to Introduce the historical context of the World War II and its aftermath through inquiry method.

Make the students to Group discuss the impact of World War II on the global economy. Teacher to refer annexure III for rubrics)

#### **Day 2: The Great Depression:**

Students to watch a video from the link, <https://www.youtube.com/watch?v=62DxELjuRec> and

<https://www.youtube.com/watch?v=gqx2E5qIV9s>

and discuss the causes and consequences of the Great Depression and the role of mass production and consumption in the Great Depression. Present a group PPT /report on consequences of the Great Depression on the global economy.

#### **Day 3: India and the Great Depression:**

Students to collect material related to India's economic condition during the Great Depression and relate it to the present economic condition of India and US. Students may collect information through a visit to the library.

As a group activity they need to present a collage of their findings.( Refer Annexure VI for Rubrics)

#### **Day 4: Rebuilding the World Economy and Interlinking Production across countries**

- Teachers to use Jigsaw method to make the students to sit in groups and to give each group a part of the handout with information about process taken to rebuild economy and how the production across countries got interlinked. Make the groups to compile the information by moving from group to group.
- Make them discuss the post-war recovery efforts and their impact on the global economy

- Study the role of the Bretton Woods Institutions in rebuilding the world economy and present their learnings through Art Integrated Project. Refer Annexure VI for rubrics.

**Day 5: The Early Post-War Years: The role of roadways, railways, waterways and airways in building the national economy**

- The teacher distributes the Handout 1 given below to the groups and asks them to find answers to the questions posed at the end of Hand out and present it in groups using Café conversations mode. Refer Annexure III for rubrics.
- Study the challenges faced by the world in the early post-war years
- Discuss the efforts made towards decolonization and independence of nations

**Day 6: Post war settlement and Bretton Woods institutions**

- Make the students read the material given in [https://en.wikipedia.org/wiki/Bretton\\_Woods\\_system](https://en.wikipedia.org/wiki/Bretton_Woods_system) and debate the impact of Bretton Woods institutions in the post war economy. Refer Annexure VI for Rubrics.

**Day 7: Decolonization and Independence - The Role of World Trade Organization:**

- The students will read the handout 2 given below and present a role play of the support rendered by the World Trade Organisation in building new nations. Refer Annexure VI for rubrics
- Introduction to the World Trade Organization
- Study the role of the WTO in promoting fair trade practices

**Day 8: End of Bretton Woods and the Beginning of Globalization:**

- The students will read material given in the link <https://www.imf.org/external/about/histend.htm#:~:text=End%20of%20Bretton%20Woods%20system,-The%20system%20dissolved&text=In%20August%201971%2C%20U.S.%20President,the%20breakdown%20of%20the%20system>.
- Organise an interview with a financial expert/economist/ lecturer/professor . Based on the information they gathered, the students can submit a report on the findings.
- Discuss the reasons for the end of the Bretton Woods system

**Day 9: Impact of Globalization in India and role of waterways and airways**

<https://www.jagranjosh.com/general-knowledge/new-economic-policy-of-1991-objectives-features-and-impacts-1448348633-1>

- The students will read the material given in the above link, and design a report on what would have happened to India if this stand wasn't taken and present it as a radio talk show. They will link the role of waterways and airways in the achievement of India in globalisation.
- Study the impact of globalization on the Indian economy
- Discuss the challenges faced by India in the process of globalization

**Day 10.Final presentation**

- Conclude the interdisciplinary project and summarize the key takeaways.

## Handout 1 for Day 4 of Inter Disciplinary Project of Class X

Handout Title: The Role of Waterways and Airways in Post-World War II- World and India

Introduction: After the end of World War II, the world faced significant economic, social, and political changes. The role of waterways and airways in shaping the post-war world and India is crucial to understand. In this handout, we will discuss the impact of waterways and airways on the global economy and how it helped India in its development.

Waterways: In the post-World War II era, waterways played a crucial role in the movement of goods and people. The improvement of ports and waterways allowed for more efficient transportation of goods and helped to spur economic growth.

The increased demand for goods and services, combined with the development of shipping technologies, allowed for the expansion of international trade. This helped to boost the world economy and allowed for the growth of industries in many countries, including India.

In India, the development of waterways and ports helped to improve the country's economy. The country's long coastline and several rivers made it an ideal location for the transportation of goods. The growth of ports and waterways in India allowed for the movement of goods from one part of the country to another, helping to spur economic growth and development.

Airways: After World War II, the development of air transportation revolutionized the world's economy. The expansion of air travel allowed for faster and more efficient transportation of goods and people, which helped to boost the world economy.

In India, the growth of airways helped to connect different parts of the country and made it easier for people and goods to move from one place to another. This helped to spur economic growth and development in India.

The growth of air transportation in India also allowed for the expansion of international trade. Indian businesses could now easily access foreign markets, which helped to boost the country's economy.

Conclusion:

The role of waterways and airways in the post-World War II world and India was crucial in shaping the economic and social landscape of these countries. The development of these transportation modes helped to spur economic growth and allowed for the expansion of international trade. Understanding the impact of waterways and airways on the world and India is crucial in understanding the economic and social changes that took place after World War II.

Questions:

1. **Mention the role of major ports in imports and exports.**
2. **Emergence of Deccan airways changed the entire functionalities of domestic airways> Substantiate the statement**
3. **The waterways and airways contribute to the economic growth of India. Substantiate your answer.**

## Handout 2 for day 7 of Inter Disciplinary Project of Class X

Handout Title: The Role of the World Trade Organization (WTO) in Building New Nations Post-Colonialization

Introduction: After the end of colonialism, many countries faced significant economic and political challenges as they worked to establish themselves as independent nations. The World Trade Organization (WTO) played a crucial role in helping these countries to rebuild their economies and participate in the global economy. In this handout, we will discuss the role of the WTO in building new nations post-colonialization.

What is the WTO?

The WTO is an international organization that was established in 1995 to promote international trade and help countries participate in the global economy.

The WTO provides a forum for countries to negotiate and enforce international trade agreements, and helps to ensure that trade is conducted in a fair and predictable manner. The organization also provides technical assistance and advice to help countries improve their trade policies and participate in the global economy.

How has the WTO helped new nations post-colonialization?

After colonial rule ended, many countries faced significant economic challenges as they worked to establish themselves as independent nations. The WTO helped these countries to participate in the global economy by providing a forum for trade negotiations and by helping to enforce international trade agreements.

The WTO also provided technical assistance and advice to help these countries improve their trade policies and participate in the global economy. This helped to spur economic growth and development in these countries, and allowed them to become more integrated into the global economy.

By participating in the global economy, new nations post-colonialization were able to expand their markets, attract foreign investment, and improve their economic performance. The WTO played a crucial role in helping these countries to build their economies and establish themselves as stable, independent nations.

Conclusion:

The WTO played a crucial role in building new nations post-colonialization by helping these countries to participate in the global economy. The organization's trade negotiations, enforcement of international trade agreements, and technical assistance helped to spur economic growth and development in these countries. Understanding the role of the WTO in building new nations post-colonialization is important in understanding the economic and political changes that took place after the end of colonial rule.

## ANNEXURE V

### Presentation Template by the students - Class IX & X

<b>Name of the Student:</b>	
<b>Members of Team:</b>	
<b>Class :</b>	<b>Section:</b>
<b>Date of Submission:</b>	
<b>Topics of IDP:</b>	
<b>Title of the Project:</b>	
<b>Objectives:</b>	
<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 walks/ exit cards/ concept maps/ peer assessment/ art integration /Self-assessment/integration of technology etc.	
<b>Evidences:</b> Photos, Excerpts from Interviews, observations, Videos, Research References, etc.	
<b>Overall presentation:</b> Link of PPT, shared documents, can be digital/handwritten, as per the convenience of the school.	
<b>Acknowledgement:</b>	
<b>References (websites, books, newspaper etc)</b>	
<b>Reflections:</b>	

## ANNEXURE VI

### Rubrics for IDP

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

**Note:** The Schools may give multiple sub rubrics and may bring it down to 5 marks for weightage.

**Ex: Collaboration:-** Teamwork/ Language fluency/ Contribution to the team/resilience etc

**Research Work:** - Investigation/ reading & comprehending/ compilation etc

**Synthesizing:** - Data collection/ Data collation etc.