

Social Sciences (Class-IX)

a. History (Class IX)

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<p>The learner</p> <ul style="list-style-type: none"> explains the meaning of the term 'revolution' and draws distinction between a 'movement' and a 'revolution'. locates France on a map of Europe. identifies various factors that led to the outbreak of the revolution categorises the rigid power structure in 18th century French society interprets visuals/ images/visuals pertaining to 18th century France. analyses the role of intellectuals in propagating ideas of liberty and equality. recognises the significance of the Declaration of Rights of 	<p>NCERT/State Textbook</p> <p>Dictionary of History for Schools (Trilingual) http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_History.pdf</p> <p>www.dictionary.com www.macmillandictionary.com dictionary.cambridge.org</p> <p>'Rise of Popular Movements' in <i>Politics in India Since Independence</i> (Political Science textbook, Class XII), NCERT http://ncert.nic.in/textbook/textbook.k.htm?leps2=ps-9</p> <p>Chipko Movement https://www.britannica.com/topic/Chipko-movement</p> <p>From Tsar to U.S.S.R.: Russia's Chaotic Year of Revolution https://www.nationalgeographic.com/history/magazine/2017/09-</p>	<p style="text-align: center;">Theme-The French Revolution</p> <p style="text-align: center;">WEEK 1</p> <ul style="list-style-type: none"> Students may refer a reliable dictionary and find out the meaning of the terms 'Revolution' and 'Movement'. Parent/Teacher may discuss with students about different kinds of revolutions such as the Green Revolution and White Revolution in India, the Industrial Revolution, the Russian revolution, etc. Students may be asked to identify some of the revolutions that have brought about economic/intellectual/social changes? Students may be asked to draw <i>differentiating charts</i> to highlight specific attributes which differentiate 'revolutions' from 'movements' by taking several examples from both categories. Teacher may ask students to try and identify some movements in India that have been spearheaded by women. Students may, with family members, identify some popular songs that were sung by people in the local language during a movement/revolution. What do the songs try to convey? <p style="text-align: center;">WEEK 2</p> <ul style="list-style-type: none"> Teacher asks students to locate France on a political map of the World and on a political map of Europe. They may also use a globe. Note down the following: a) Continent in which France is located b) Neighbouring countries of France c) French city in which the Palace of Versailles located? Students may be encouraged to collect pictures of some important

<p>Man and Citizen (1789)</p> <ul style="list-style-type: none"> • appreciates the role and participation of women from different sections of society. • constructs a timeline indicating key events of the French Revolution • appreciates the values of liberty, equality and fraternity and their relevance in contemporary times. • assesses the impact and legacy of the revolution. 	<p>10/russian-revolution-history-lenin/</p> <p>Map of Europe https://global.oup.com/uk/orc/politics/eu/bache4e/student/map/</p> <p>World Map https://www.maps-of-world.com/</p> <p>Newspaper items on COVID 19</p> <p>India and the Contemporary World-I (pg 1-24) http://ncert.nic.in/textbook/textbook.htm?iess3=1-5</p> <p>QR Code material on French Revolution in <i>India and the Contemporary World-I</i> (pg 1-24) http://ncert.nic.in/textbook/textbook.htm?iess3=1-5</p> <p>The French Revolution https://www.historywiz.com/frenchrevolution.htm</p> <p>The Storming of the Bastille July 14, 1789 (2 & 3) by Olfux https://www.youtube.com/watch?v=-zPTFGLHavQ</p> <p>India and the Contemporary World-I (pg 1-24)</p>	<p>buildings/monuments which are famous in France and collect some information about them.</p> <ul style="list-style-type: none"> • Is France affected by the outbreak of COVID 19? Read some news items to find out the measures taken by France to combat the pandemic. <p>WEEK 3</p> <ul style="list-style-type: none"> • Students may be asked to read about French society during the late 18th century. • Teachers can then lead the students into an interactive discussion on: <ol style="list-style-type: none"> a) Was there inequality in French society? b) How did this inequality affect people in different spheres of life (social, economic, political)? c) Was there inequality on the basis of class, gender, vocation, etc.? d) Rigid division of French society into the three Estates. e) The role of the monarchy in French society. • Students may be asked to reflect on the inequalities that are faced by people today. In which spheres do these inequalities exist? Each student maybe asked to prepare a write-up. • The teacher can guide students to create a Power Pyramid representing French society. The pyramid can be divided into three sections, each section representing one Estate and enumerating the members and their functions. • The teacher may collect some political cartoons that depict the members of the Three Estates. Students may observe the visuals and interpret them accordingly. For instance, observe the costumes worn by each of the figures and identify which of them represent the clergy, the nobility and the third estate. • The teachers can ask students to prepare a table with four columns Social, Political, Economic and Intellectual. Students may then place information on various factors
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	<p>http://ncert.nic.in/textbook/textbook.htm?iess3=1-5</p> <p>La Marseillaise, French National Anthem (Fr/En)- Uploaded on 1 Sep 2007 https://www.youtube.com/watch?v=4K1qNtcr5g</p> <p>Transacting French Revolution in ITPD Package for Social Sciences http://www.ncert.nic.in/departments/nie/dess/publication/print_material/print_material.html</p>	<p>that led to the outbreak of the revolution in the relevant column This will help the teacher to gauge the students understanding of various factors and how to categorise information.</p> <p>WEEK 4</p> <ul style="list-style-type: none"> • The teacher may ask students to read the Declaration of Rights of Man and Citizen (1789) carefully and initiate a discussion on the significance of the Declaration in contemporary times. • The students may be asked to give their observations on the draft Constitution of 1791 whose guiding principles were enshrined in the Declaration of Rights of Man and Citizen: <ol style="list-style-type: none"> a) Which groups of the French society had gained from the Constitution of 1791. b) Which groups of the French society were dissatisfied? c) Did the constitution adhere to the spirit of the Declaration of Rights of Man and Citizen? d) Why were women considered to be passive citizens? • The teacher may divide students into two groups: One group may prepare a pictorial chart on the significant role of women from different sections of society in the French revolution. The other group may prepare short biographies (any 3) on key figures of the revolution. • Students may be encouraged to listen to the audio of the French national anthem along with the subtitles provided on the screen. They may describe the main essence of the song. • Create a timeline of major political events, categorising the events into one of the four stages: <ol style="list-style-type: none"> ➤ First Stage: (1789-1791) ➤ Second Stage: (1791-1792): Constitutional Monarchy ➤ Third Stage: (1792-1794): Reign of Terror ➤ Fourth Stage: (1794-1799): Directory
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b. Political Science (Class IX)

Learning Outcomes	Sources/Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<p>The learner</p> <ul style="list-style-type: none"> explains democracy and its functioning identifies the salient features of Democracy distinguishes between democratic form of government and non-democratic government 	<p>NCERT/STATE BOOKS</p> <p>Textbook: <i>Democratic Politics-I Class-IX, Chapter-1, What is Democracy? Why Democracy?</i></p> <p>e-Resources</p> <p>QR-Code</p> <p>Textbooks of states/ neighbouring countries/other countries of the world available on the net.</p> <p>YouTube.</p>	<p>WEEK 1</p> <ul style="list-style-type: none"> Students can locate important democratic Countries of the world on a world map. Imagine you have been appointed as an Election Officer. What steps will you take to ensure free and fair election? Write an essay on the Functioning of Democracy and share it with peers on email and mobile. Collect newspaper articles that appear on the functioning of democracy. Prepare a chart on Fundamental Rights and Duties.
<ul style="list-style-type: none"> explains how the Indian Constitution was made understands its foundational value. compares our Constitution with other Constitutions of the world. 	<p>Chapter-2, Constitutional Design</p> <p>e-Resource</p> <p>QR Code e-pathsala You Tube</p> <p>Newspapers, Magazine, Statebooks /other countries books by downloading the same from the internet.</p>	<p>WEEK 2</p> <ul style="list-style-type: none"> Prepare a chart on important leaders who were the makers of the Constitution of India. Prepare a Quiz on the Constitution of India. Discuss with your parents, grandparents, elders, and siblings about our struggle for independence. Write a short biography of Dr. BR Ambedkar and share it with peers through e-mail. Collect messages of Gandhiji's Vision.
<ul style="list-style-type: none"> understands the importance of election in Democracy locates places on the map of India indicating 	<p>Chapter-3- Electoral Politics</p> <p>e-Resources</p> <p>QR code E-pathshala You tube</p>	<p>WEEK 3</p> <ul style="list-style-type: none"> Discuss with parents about elections in India (past/present) Prepare a Chart on different political parties in India

<p>Lok Sabha constituencies</p> <ul style="list-style-type: none"> • categorises national and Regional Parties. 	<p>Radio and T.V. discussion on the theme</p>	<ul style="list-style-type: none"> • Write a short note on why elections should be held in India. • Imagine you are a voter. Write down what consideration one should have in voting for a candidate in the Lok Sabha election. • Prepare a write-up on women parliamentarians in India.
<ul style="list-style-type: none"> • explains the working of different institutions in a democracy. • understands the manner in which major policy decisions are taken. • explains how different disputes are resolved. • understand that the Parliament is the final authority for making laws. 	<p>Theme: Democratic Politics-1, Chapter-4, Working of Institutions</p> <p>Sources:</p> <p>e-content</p> <p>QR-Code</p> <p>E-pathshala</p> <ul style="list-style-type: none"> ➤ Old newspaper and magazines on the theme ➤ Watch the proceedings of the Lok-Sabha, Rajya Sabha on YouTube. ➤ See Parliament of India https://loksabha.nic.in ➤ India -2019, published by the Ministry of Information and Broadcasting, Government of India. 	<p>WEEK 4</p> <ul style="list-style-type: none"> • You may prepare a script for organising a mock parliament and the issues to be discussed. Share it with your friends through e-mail. <ul style="list-style-type: none"> ➤ Prepare Quiz items ➤ Glossary of terms can be prepared. • You may prepare a chart listing different Cabinet Ministers along with their portfolios • Write a short note on the role of the Executive, the Legislature and the Judiciary in the working of a democracy.

c. Economics (Class-IX)

Learning Outcomes	Sources/Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<p>The learner</p> <ul style="list-style-type: none"> recognises and retrieves facts, figures and narrate processes, for example, lists various factors of production interprets, for example, pie and bar diagrams of data related to agricultural production, literacy, poverty, and population 	<p>NCERT book Economics The Story of Village Palampur</p> <ul style="list-style-type: none"> The teacher may use “Package in Social Sciences for Professional Development of In-service Teachers” (ITPD) available on NCERT website www.ncert.nic.in The teacher may Download ITPD http://www.ncert.nic.in/departments/nie/dess/publication/pr_in_material/ITPD%20Final%20june%2014.pdf Interactive activities given in QR Code of each chapter may be used to know what you can do 	<p>WEEK 1</p> <ul style="list-style-type: none"> Discuss with your parents about production and different production activities done in your locality and nearby rural/urban area. Collect the details of different factors of production like land, labour, physical capital, and human capital from various sources such as books, magazines, newspapers, internet, and elders. <p>WEEK 2</p> <ul style="list-style-type: none"> Read case studies, articles and stories related to production activities given in newspapers and magazines and listen/watch audio-visuals about various production activities done in rural and urban areas; factors of production, i.e., land, labour, physical and human capital and what is required for the production, etc. Use these resources to learn about factors of production, different crops, cultivation by traditional and modern farming methods, cutting of crops, and issues and challenges associated with distribution of cultivated land and farmers, etc. <p>WEEK 3</p> <ul style="list-style-type: none"> Ask questions/doubts from your parents/teachers, e.g., is it important to increase the area under irrigation and why? From where do farmers obtain the inputs that they require? etc. Make a list of factors of production; physical capital — fixed and working, and human capital.

		<p>WEEK 4</p> <ul style="list-style-type: none"> • Draw pie diagrams and bar diagrams of data, e.g., related to distribution of cultivated area and farmers and cultivated area year wise in India etc. and interpret these. • Construct a table, e.g., of farm and non-farm production activities in your locality, etc., and interpret it. • Perform activities given in the QR Code of the chapter. • Submit written assignments on assigned topics.
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d. Geography (Class-IX)

Learning Outcomes	Sources/Resources	Week-wise Suggestive Activities (to be guided by Teachers)
<p>The learner</p> <ul style="list-style-type: none"> • locates places, states, union territories on the map of India. • describes important terms in Geography such as, standard meridian, tropic of cancer, passes, sea ports, etc. • appreciates political diversity • explains inter- 	<p>NCERT Textbook/State Textbook Contemporary India, Part 1 http://ncert.nic.in/textbook/textbook.htm?iess1=ps-6</p> <p>Chapter 1: India: Size and Location Use the QR code given for the chapter for additional resources</p> <p>Explore school bhuvan: http://bhuvan.nrsc.gov.in/governance/mh_rd_ncert/</p> <p>Trilingual Dictionary of Geography for Schools (Hindi-</p>	<p>WEEK 1</p> <ul style="list-style-type: none"> • Observe political map of India on <i>School Bhuvan portal</i> NCERT/atlas/textbook and find out <ul style="list-style-type: none"> ➤ location of India in the world (hemisphere, continent) ➤ countries larger than India ➤ latitude and longitude of India ➤ tropic of cancer passing through India ➤ standard meridian <p>WEEK 2</p> <ul style="list-style-type: none"> • Observe political map of India on <i>School Bhuvan portal</i> NCERT/atlas/textbook and <ul style="list-style-type: none"> ➤ identify states and union territories of India and their capitals ➤ practice to identify them on the political outline map of India ➤ discuss and verify the information about the States and UTs from other sources, like the website of other states, books, etc.

<p>relationship between various passes and sea ports in India for trade and communication since historical times.</p>	<p>English-Urdu) http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p> <p>Additional books for reading:</p> <ul style="list-style-type: none"> ➤ <i>India: Unity in Cultural Diversity</i> http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Unity_cultural.pdf ➤ <i>North East India: People, History and Culture</i> http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tinei101.pdf <p>Youtube: https://www.youtube.com/watch?v=KlhIE79yOyU</p> <p>Map work: Lets learn it through school <i>bhuvan</i></p>	<p>WEEK 3</p> <ul style="list-style-type: none"> • Collect information about States and UTs in terms of languages, food, dress, cultural traditions, etc. • Prepare a write up on your own state/ union territory <p>WEEK 4</p> <ul style="list-style-type: none"> • Observe political map of India on <i>School Bhuvan portal</i> NCERT/atlas textbook <ul style="list-style-type: none"> ➤ identify neighbouring countries of India ➤ correlate with other disciplines, for example, how various passes in the north and seaports in the south have provided passages to the travellers and how these passages have contributed in the exchange of ideas and commodities since ancient times. Discuss these ideas with elders at home and prepare a write up.
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