

**CLASS IX
COURSE STRUCTURE**

| History (India and the Contemporary World - I) | | | Suggestive no. of periods = 60 | 20 inclusive of Map pointing |
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| Section | Chapter No | Chapter Name | No. of Periods | Marks allocated |
| I Events and Process | I | The French Revolution | 15 | 18+2 map pointing |
| | II | Socialism in Europe and the Russian Revolution | 15 | |
| | III | Nazism and the Rise of Hitler | 15 | |
| II Livelihoods, Economies and Societies | IV | Forest, Society and Colonialism Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks) | 5 | |
| | V | Pastoralists in the Modern World (To be assessed as part of Periodic Assessment only) | 10 | |
| Geography (Contemporary India - I) | | | Suggestive no. of periods = 55 | 20 inclusive of Map pointing |
| Chapter No | Chapter Name | | No. of periods | Marks allocated |
| 1 | India – Size and Location | | 17 | |
| 2 | Physical Features of India | | | |
| 3 | Drainage | | 10 | |

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| 4 | Climate | 12 | 17+3 map pointing* |
| | Natural Vegetation and Wildlife (Only map pointing to be evaluated in the annual examination.) | 3 | |
| 5 | Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks) | 5 | |
| 6 | Population | 8 | * Marks as mentioned above |
| Political Science (Democratic Politics - I) | | Suggestive no. of periods = 50 | 20 Marks |
| Chapter No. | Chapter name | No. of Periods | Marks allocated |
| 1 | What is Democracy? | 10 | 20 |
| | Why Democracy? | | |
| 2 | Constitutional Design | 10 | |
| 3 | Electoral Politics | 8 | |
| 4 | Working of Institutions | 12 | |
| 5 | Democratic Rights | 10 | |
| Economics | | Suggestive no. of periods = 50 | 20 Marks |
| Chapter No. | Name of the Chapter | No. of Periods | Marks allocated |
| 1 | The Story of Village Palampur (To be assessed as part of Periodic Assessment only) | 10 | |

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

**CLASS IX
COURSE CONTENT**

HISTORY: India and the Contemporary World - I

| Content | Curricular goals | Competency | Learning outcome | Suggestive Pedagogical process |
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| <p>Section I: Events and Processes</p> <p>Chapter-1 The French Revolution</p> | <p>CG-2 Analyses the important phases in world history and draws insight to understand the present-day world</p> | <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 and practices across the world and how they affected the course of world history.</p> <p>C-2.5 Recognises the various practices that arose, such as those in C-2.4, and came to be condemned later on (such as racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and</p> | <ul style="list-style-type: none"> ➤ The students will be able to Infer how the French Revolution had an impact on the European countries in the making of nation states in Europe and elsewhere. ➤ Will be able to Illustrate that, the quest for imperialism triggered the First World War. ➤ Will Examine various sources to address imbalances that may lead to revolutions. | <ul style="list-style-type: none"> ➤ Conduct Classroom discussions to compare the conditions that prevailed in France that led to revolution and the conditions that led to the first war of Indian Independence. (1857). ➤ Use Graphic Organisers (concept map/story map etc) to examine the situations. ➤ Suggest solutions to address such imbalances and discriminations that lead to revolutions. ➤ Appraise the impact of the French revolution on the world with a group presentation. |

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| | | have left unhealed wounds. | | |
| Chapter 2- Socialism in Europe and the Russian Revolution | CG-2 Analyses important phases of world history and draws insight to understand the present-day world | C-2.1 Explains historical events and processes with different types of sources with specific examples from India and world history. C-2.4 Explains the growth of new ideas in Europe and Asia and how it affected the course of human history | <ul style="list-style-type: none"> ➤ To compare the situations that led to the rise of Russian and French Revolutions. ➤ Examine the situations that led to the establishment of Lenin's communism and Stalin's collectivization. ➤ Analyse the role played by the varied philosophers and leaders that shaped the revolution. | <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 |
| Chapter 3-Nazism and the Rise of Hitler. | CG-2 Analyses important phases of world history and draws insight to understand the present-day world | C-2.1 Explains historical events and processes with different types of sources with specific examples from India and world history. C-2.4 Explains the growth of new ideas in Europe and Asia and how it affected the course of human history. | <ul style="list-style-type: none"> ➤ Analyse the role of "Treaty of Versailles" in the rise of Hitler to power. ➤ Analyse the genocidal war waged against the "undesirables" by Hitler. ➤ Compare and contrast the characteristics of Hitler and Gandhi | <ul style="list-style-type: none"> ➤ Audio-visual aids like a film or animations can be shown followed by a discussion on the reasons for the rise and fall of Hitler. ➤ Jig saw strategy to critique the genocidal war waged against the "undesirable" by the Nazis. |

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| | | C-2.5 Recognises the various practices that arose, such as those in C-2.4, and came to be condemned later on (such as racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and have left unhealed wounds. | | ➤ Role play/Dramatize the Characters-Hitler and Gandhi. Cartoon interpretations on these leaders. |
| Section II: Livelihoods, Economies and Societies Chapter 4 Forest Society and Colonialism | Inter Disciplinary Project with Chapter 5 of Geography “Natural Vegetation and Wildlife” | Refer Annexure II | Refer Annexure II | Refer Annexure II |
| Chapter 5 Pastoralists in the Modern World | CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity, and biodiversity of the region | C-4.3 Draws inter-linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation, and wildlife. C-4.4 Analyses and evaluates the inter-relationship between | <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 | <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 |

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| | | <p>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.</p> <p>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</p> | <p>different places in India.</p> <ul style="list-style-type: none"> ➤ Comprehend the impact of colonialism on Pastoralists in India and Africa. | <p>communities can be shown.</p> <ul style="list-style-type: none"> ➤ 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. |
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Political Science: Democratic Politics - I

| Content | Curricular goals | Competency | Learning outcome | Suggestive Pedagogical process |
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| 1. What is Democracy? Why Democracy? | CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics | C-5.4 Analyses the basic features of a democracy and democratic government – and its history in India | <ul style="list-style-type: none"> ➤ Examine the concept structural components of Democracy and its forms/ features. | <ul style="list-style-type: none"> ➤ Brainstorming on introduction of concepts of Democracy & features of Democracy |

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| | of a democratic government | and across the world – and compares this form of government with other forms of government | <ul style="list-style-type: none"> ➤ 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"> ➤ 4 corners strategy to discuss “What & why of democracy?” ➤ students create democratic governance model in the class. ➤ Cartoon interpretation to summarize the benefits of democracy |
| 2. Constitutional Design | CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government | C-5.1 Understands that the Indian Constitution draws from the great cultural heritage and common aspirations of the Indian nation, and recalls India’s early experiments with democracy (assemblies in Mahajanapadas, kingdoms and empires at several levels of the society, guilds sanghas and ganas, village councils and committees, Uthiramerur inscriptions) | <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 as citizens of India. | <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. |

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| 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. ➤ Examine the rationale for adopting the present 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 election manifesto. ➤ Create multiple parties and create symbols for elections. ➤ Use street play to create awareness about the right to vote and fundamental duties. |
| 4. Working of Institutions | CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government | C-5.5 Analyses the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as the media, civil society, socio-religious institutions, and community institutions | <ul style="list-style-type: none"> ➤ Examine the roles, responsibilities, and interdependency of all the 3 organs of the Government. ➤ Appreciate the parliamentary system of executive's accountability to the legislature. ➤ Summarize and evaluate the rule of law in India. | <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. |

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| 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 the nation's glory. ➤ Recognize the role of a responsible citizen while performing their prescribed duties versus claiming rights. | <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 exercised or otherwise. ➤ Organize a moot court to discuss the violation of individual rights. ➤ Graphic organizer to summarize the coexistence of rights vs duties. |
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Geography: Contemporary India - I

| Content | Curricular goals | Competency | Learning outcome | Suggestive Pedagogical process |
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| 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 analyses the trading and cultural relationships of India with its neighbouring countries. ➤ Evaluate the situation & reasons that made | <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 GeoGebra, Google earth to represent and justify the reasons for the differences in climatic conditions, local and standard time. ➤ Brainstorming strategy for inferring conditions |

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| | | | 82.5E* longitude as Time meridian of India. <ul style="list-style-type: none"> ➤ Examine how location of India enables its position as a strategic partner in the subcontinent. ➤ Justify the reasons for the differences in climatic conditions, local and standard time. | and relationships of the people living in states that are sharing border with the neighbouring countries impact trade and culture. <ul style="list-style-type: none"> ➤ Make a PPT presentation on the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region. |
| 2. Physical Features of India | CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region. | C-4.2 Explains important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region | <ul style="list-style-type: none"> ➤ Justify how the Physical Features of India influences the livelihoods, culture, and the biodiversity of the region. ➤ Examine the geological process that played a crucial role in the formation of diverse physical features in India. ➤ Analyse the conditions and relationships of the people living in different physiographic areas. | <ul style="list-style-type: none"> ➤ Use Art integrated strategies like gallery walk/Model making to demonstrate how physical features make India a sub-continent. ➤ Group work to discuss the lives and relationships amongst physiographic areas. ➤ Brainstorming and make a comparison of India's Physical features with another country. ➤ presentation using different modes such as |

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| | | | <ul style="list-style-type: none"> ➤ Examine various environmental issues. | Journals, Collage and other references. |
| 3.Drainage | CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region | C-4.5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them | <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 |
| 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 | <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 |

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| | | | geographical locations of India | preventive action for various disasters |
| 5. Natural Vegetation and Wildlife. | Inter disciplinary project | Inter disciplinary project with chapter no IV of History "Forest, Society and Colonialism | Refer annexure II | Refer annexure II |
| 6. Population | CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region | C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation | <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 | | | | |
| Content | Curricular goals | Competency | Learning outcome | Suggestive Pedagogical process |
| Chapter 1: The Story of Village Palampur | CG-7 Develops an understanding of the economy of a nation-state, with specific reference to India. | C-7.1 Defines key features of the economy such as production, distribution, demand, supply, trade, and commerce, and factors that influence these aspects (including technology). | <ul style="list-style-type: none"> ➤ Enlist the requirements of production and comprehend the interdependence of these requirements. ➤ Corelate farming and non-farming activities to economic growth. ➤ Comprehend how the significance of conditions of farming | <ul style="list-style-type: none"> ➤ Visit to a nearby village or local markets and interview different classes of farmers to know about their lifestyles and thereafter present in the class. ➤ Concept map/Poster making/ gallery walk to enlist the factors of production and |

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| | | C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India. | and the factors of production impact economic development. ➤ Find solutions to foster an equitable society. | evaluate their interdependence. ➤ Discussion/PPT presentation on how to eradicate poverty among farmers and trying to suggest innovative strategies to improve the farmers lifestyles. |
| Chapter -2 People as Resource | CG-7 Develops an understanding of the economy of a nation, with specific reference to India. | C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India. | <ul style="list-style-type: none"> ➤ 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. | <ul style="list-style-type: none"> ➤ 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 |

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| | | | | and employment in various states of India. |
| Chapter 3 Poverty as a challenge | CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature. | C-8.1 Gathers, comprehends, and analyses data related to poverty and unemployment in one's locality and at the national level. C-8.2 Understands and analyses the concepts and practice of the range of economic systems – from free market to entirely state controlled markets. C-8.4 Describes India's recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress | <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. ➤ Correlate 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?' |

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| <p>Chapter 4 Food Security in India</p> | <p>CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature.</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. 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> <p>C-8.5 Appreciates the connections between economic development and the environment, and the broader indicators of societal wellbeing beyond GDP growth and income.</p> | <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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**CLASS IX
LIST OF MAPS**

| S. No. | Subject | Name of the Chapter | List of Areas to be located /labeled/identified on the map |
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| I | History | French Revolution | Outline political map of France. Locate/label/identify. <ul style="list-style-type: none"> Bordeaux, Nantes, Paris and Marseille |
| | | Socialism in Europe and the Russian Revolution | Outline political map of the World. Locate/label/identify Major countries of First World War: Central Powers: Germany, Austria-Hungary, Turkey (Ottoman Empire). Allied Powers – France, England, Russia and USA |
| | | Nazism and the Rise of Hitler | Outline Political Map of World. Locate/label/identify Major countries of Second World War Axis: Powers – Germany, Italy, Japan Allied Powers – UK, France, Former USSR, USA |
| II | Geography | India : size and location | <ul style="list-style-type: none"> India – States and Capitals Tropic of Cancer, Standard Meridian (Location and Labeling) Neighbouring Countries |
| | | India physical features | <ul style="list-style-type: none"> Mountain Ranges : The Karakoram, The Zanskar, The Shivalik, The Aravali, The Vindhya, The Satpura, Western and Eastern Ghats Mountain Peaks – K2, Kanchan Junga, Anai Mudi Plateau – Deccan Plateau, Chota Nagpur Plateau, Malwa Plateau Coastal Plains – Konkan, Malabar, Coromandel & Northern Circar (Location and Labelling) |
| | | Drainage system | Rivers (Identification only) <ul style="list-style-type: none"> The Himalayan River Systems – The Indus, The Ganges and The Sutlej The Peninsular Rivers – The Narmada, The Tapti, The Kaveri, The Krishna, The Godavari, The Mahanadi Lakes – Wular, Pulicat, Sambhar, Chilika |
| | | Climate | <ul style="list-style-type: none"> Annual rainfall in India, Monsoon wind direction |
| | | Population | <ul style="list-style-type: none"> Population density of all states The state having highest and lowest density of population |

CLASS IX
INTERNAL ASSESSMENT: 20 MARKS

| Type of Assessment | Description | Marks Allocated |
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| Periodic Assessment | Pen Paper Test | 5 |
| Multiple Assessment | Quiz, debate, role play, viva, group discussion, visual expression, interactive bulletin boards, gallery walks, exit cards, concept maps, peer assessment, self-assessment etc. through inter disciplinary project | 5 |
| Subject Enrichment Activity | Project work on Disaster Management | 5 |
| Portfolio | Classroom, work done (activities/assignments) reflections, narrations, journals etc. Achievements of the student in the subject throughout the year Participation of the student in different activities like Heritage India quiz etc. | 5 |

**CLASS IX
PRSECRIBED TEXT BOOKS**

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

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