



LOTUS PETAL SENIOR SECONDARY SCHOOL
GRADE - 9
SUBJECT - SST

Month	Chapter	• Learning objectives	• Teaching Methods	• Learning Outcomes	• Subject Enrichment Activity	• Art Integration /Multi-Disciplinary
April 18	The French Revolution ➤ French Society During the Late Eighteenth Century ➤ The Outbreak of the Revolution ➤ France Abolishes	<ul style="list-style-type: none"> Examine the case studies of the French Society of three Estates and subsistence crisis. Poses questions and undertakes research in order to demonstrate skills of inquisitiveness / enquiry for Legacy of French revolution in India and the world and weave the story /concept of French revolution. Appreciate / recognize the efforts of the third estate in bringing end to the privileges of the first estate and value the social equality that they enjoy today. Extrapolates in order to predict events and 	<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 	<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"> Liberty cap: Students can make their own liberty cap, a symbol of the French Revolution, using a pattern, felt, yarn, and other materials. Posters: Students can make posters on topics such as the political system of France in 1791, or create a poster or digital collage of King Louis XVI. 	<ul style="list-style-type: none"> Models: Students can make models or posters of French museums and monuments.

	<p>Monarchy and Becomes a Republic</p> <p>➤ Did Women have a Revolution</p>	<ul style="list-style-type: none"> ● phenomena, such as outbreak of revolution ● Declaration of the Rights of Man and Citizen. will help them build and carry on with the ideas of unity in diversity in contemporary societies ● Acquaintance with the writings and ideals of different political groups and individuals will empower them to take designed political decisions 	<p>discriminations that lead to revolutions.</p> <ul style="list-style-type: none"> ● Appraise the impact of the French revolution on the world with a group presentation. 			
	<p>What is Democracy? Why Democracy?</p> <p>➤ What is Democracy</p> <p>➤ Features of democracy</p>	<ul style="list-style-type: none"> ● With this useful definition of democracy student will be able to separate democracy from forms of government that are clearly not democratic. ● By understanding each word in this definition carefully the student will be spelling out the features of a democratic government ● Appreciate democracy after knowing that ills of democracy can be cured by more democracy. ● Comparative analysis of the case of Pakistan when Parvez Musharraf issued a legal Framework order build their critical thinking skills ● Analyse the situation when Elected representatives are not really the rulers. ● Enhance decision making with critical thinking ● Features of Democracy will be able 	<ul style="list-style-type: none"> ● Brainstorming on introduction of concepts of Democracy & features of Democracy ● 4 corners strategy to discuss “What & why of democracy?” 	<ul style="list-style-type: none"> ● Examine the concept structural components of Democracy and its forms/ features. ● Compare and Contrast working of democracies of India and North Korea and infer on their differences and significance in each country. ● Analyse and infer on the different historical processes and forces that have contributed for the promotion of democracy 	<ul style="list-style-type: none"> ● Students create democratic governance model in the class. ● Cartoon interpretation to summarize the benefits of democracy 	<ul style="list-style-type: none"> ● Study of visual resources (at home and in the surroundings) and means of creative expression

	<p>➤ Features of democracy. Why democracy ?</p>	<p>to enhance the actual difference between democratic and non-democratic government.</p> <ul style="list-style-type: none"> ● Critical analysis of the merits and demerits of democracy. ● Examine the case studies of China ,Pakistan and Mexico. 				
	<p>India - Size and Location,</p> <p>Location</p> <p>India and the World</p>	<ul style="list-style-type: none"> ● Examine the relation between longitude and time, latitude and amount of radiation received by the earth. ● Understand the concept of Local time and Standard time. ● Acquaintance with the position of India and their relationship with the neighbouring countries. 	<ul style="list-style-type: none"> ● On map of India Locate physiographic regions of India and the climatic zones of the world on map. ● 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. 	<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 82.5E* longitude as ● Time meridian of India. ● <input type="checkbox"/> Examine how location of India enables its position as a strategic partner in the subcontinent. ● <input type="checkbox"/> Justify the reasons for the differences in climatic conditions, local and standard time. 	<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 Journals, Collage and other references 	<ul style="list-style-type: none"> ● Use Geo Gebra, Google ● earth to represent and ● justify the reasons for the differences in climatic conditions, local and standard time.

	<p>What Changed after October?</p> <p>The Global Influence of the Russian Revolution and the USSR</p>	<ul style="list-style-type: none"> • Discern the causes, events and Political results of the • 1905 Revolution • Evaluate the circumstances that led to the division of the World in two warring groups European alliances and the Central powers. • Describe political upheaval witnessed by different social groups (women, workers and soldiers) in formation of Petrograd Soviet and bringing down of the monarchy by February Revolution 1917 • Discuss the formation Communist Party from the Bolshevik Party and the Lenin's fear of dictatorship • and The Revolution of October 1917 • Concept of nationalized industries and banks and one party state • Capitalist world v /s socialism • Transformation of the socialism into a global face. Socialism became an internationally accepted concept and reached different nations in different forms. 				
	<p>Constitutional design</p> <p>Democratic constitution in</p>	<ul style="list-style-type: none"> • Examine the case studies of struggle against apartheid system in South Africa. • Realisation of the condition of the people those were facing apartheid system. 	<ul style="list-style-type: none"> • <input type="checkbox"/> Group Discussion to • comprehend the • purpose of constitution. 	<ul style="list-style-type: none"> • <input type="checkbox"/> Group discussion and • describe the situation • that led to creation of • Indian Constitution • <input type="checkbox"/> Enumerate the 	<ul style="list-style-type: none"> • Debate – Is the Indian Constitution Too Long? • Poster on preamble 	<ul style="list-style-type: none"> •

	<p>South America</p> <p>Why do we need a constitution?</p> <p>Making of the Indian constitution</p>	<ul style="list-style-type: none"> ● Appreciate the efforts done by the Nelson Mandela. ● Comparative analysis of the case of South Africa that why do we need and what constitution do? ● Will able to know the value of constitution after knowing that countries that have constitutions are not necessarily democratic. But all countries that are democratic will have constitution. ● Enhance decision making with critical thinking ● Able to analyse the different circumstances while <ul style="list-style-type: none"> ○ leaders were framing the constitution. ● Appreciate the manners in which the Constituent Assembly worked gives sanctity to the constitution. ● Critical thinking that how constitution does not reflects the views of the members alone. 	<ul style="list-style-type: none"> ● <input type="checkbox"/> Poster making/ wall magazine for ● Comparing and contrasting between ● Preamble of South African constitution with ● the preamble of Indian constitution. ● <input type="checkbox"/> Declamation strategy ● for discussing the roles ● and responsibilities of ● citizens. 	<ul style="list-style-type: none"> ● essential features that ● need to be kept in ● mind while drafting ● any constitution. ● Examine the guiding ● values that created ● the Indian constitution ● <input type="checkbox"/> Comprehend the roles ● and responsibilities as ● citizens of India. 		
	<p>Physical features of India</p> <p>India's Landmass</p> <p>Measure physiographic divisions</p>	<ul style="list-style-type: none"> ● Acquaintance with the physiographical divisions of India. ● Analyse how the geological process involved in the <ul style="list-style-type: none"> ○ formation of different physical features. ● Enhance the understanding of the process of formation of different physiographic divisions. 	<ul style="list-style-type: none"> ● <input type="checkbox"/> Use Art integrated strategies like gallery ● walk/Model making to ● demonstrate how ● physical features make ● India a sub-continent. ● <input type="checkbox"/> Brainstorming and 	<ul style="list-style-type: none"> ● <input type="checkbox"/> Justify how the Physical ● Features of India ● influences the ● livelihoods, culture, and ● the biodiversity of the ● region. ● <input type="checkbox"/> Examine the geological 	<ul style="list-style-type: none"> ● Group work to discuss ● the lives and ● relationships amongst physiographic areas 	<ul style="list-style-type: none"> ● Present the historical importance of rivers- Ganga and Indus. Also show ● the course of the rivers

			make <ul style="list-style-type: none"> • a comparison of India's • Physical features with another country. • <input type="checkbox"/> presentation using different modes such as Journals, Collage and • other references. 	<ul style="list-style-type: none"> • process that played a • crucial role in the • formation of diverse • physical features in India. • <input type="checkbox"/> Analyse the conditions and relationships of the • people living in different • physiographic areas. 		through Map work.
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July 16	Electoral politics Why elections? What is our system of elections? What makes elections in India democratic?	<ul style="list-style-type: none"> • Critical analyzation that why elections considered essential. • Able to understand the process which makes elections democratic. • Able to understand that no other way selecting representatives without election. • Comparative analysis of the countries that how non-democratic countries are also holding the elections. ○ build their critical thinking skills • Will able to understand the one vote one value and ○ accordingly, our Indian constituencies has divided. • Able to inculcate the value of reserved constituencies so the Parliament and Assemblies would 	<ul style="list-style-type: none"> • <input type="checkbox"/> Role play on performing • fundamental duties. • <input type="checkbox"/> Perform school council • elections for practical • learning of the system. • <input type="checkbox"/> Design and present • election manifesto. • <input type="checkbox"/> Create multiple parties • and create symbols for • elections. • <input type="checkbox"/> Use street play to • create awareness about 	<ul style="list-style-type: none"> • <input type="checkbox"/> Analyse the • implications of power • of vote and power of recall. • <input type="checkbox"/> Summarize the • essential features of • the Indian Electoral • system. • <input type="checkbox"/> Examine the rationale • for adopting the • present Indian • Electoral System. 	<ul style="list-style-type: none"> • Design a Political Party Poster • Debate – "Are Elections in India Truly Free and Fair?" 	<ul style="list-style-type: none"> • Create a Voter Awareness Campaign
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		<ul style="list-style-type: none"> not be deprived of the voice of a significant ○ section of our population. ● Develop a sense of citizenship. ● Respect the value of Independent Election ○ Commission. ● Will able to examine the challenges of free and fair elections. 	<ul style="list-style-type: none"> ● the right to vote and ● fundamental duties. 			
	Drainage	<ul style="list-style-type: none"> ● How climate, topology, slope affect the river, three ○ major stages of the river system and various erosional and depositional land forms created by the river. ● Acquaintance with Himalayan drainage system and major rivers and lakes from Himalaya ● Acquaintance with peninsular drainage System Rivers and lakes ● Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind and ultimate essential life skill to ○ develop the role of rivers in the economy ● Analyse and examine the report of national river conservation plan (NRCP) 	<ul style="list-style-type: none"> ● <input type="checkbox"/> 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. ● <input type="checkbox"/> Students will prepare a ● chart on lakes. ● <input type="checkbox"/> Slogan writing, poster ● making/ save River ● songs/ to bring ● awareness on water ● pollution and suggest ● solutions 	<ul style="list-style-type: none"> ● <input type="checkbox"/> Examine the ● information about ● different lakes and infer ● on their contribution to ● Indian ecology. ● <input type="checkbox"/> Present creative ● solutions to overcome ● the water pollution also ● to increase the ● contribution of water ● bodies to Indian ● economy. ● <input type="checkbox"/> Identify the river ● systems of the country ● and explain the role of ● rivers in human society 	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● Design an advertisement on the importance of rivers and the need for ● their preservation.
	Working of institutions	<ul style="list-style-type: none"> ● Critical analyzation of each 	<ul style="list-style-type: none"> ● <input type="checkbox"/> Watch videos of 	<ul style="list-style-type: none"> ● <input type="checkbox"/> Examine the roles, 	<ul style="list-style-type: none"> ● Mock Parliament 	<ul style="list-style-type: none"> ●

	<p>How is the major policy decision taken?</p> <p>Parliament Political and permanent executive</p> <p>Judiciary</p>	<p>institution those are taking the decisions.</p> <ul style="list-style-type: none"> • Able to understand need and importance of all the political institutions for ensuring the security of the citizens and providing facilities. • Appreciate the institution that how their delays and <ul style="list-style-type: none"> ○ complications are also useful. • Critical thinking on why do we need a parliament? • Able to differentiate between political and permanent executives. • Understand in democracy the political executives • have more power than the permanent. • Will able to get the importance of independent judiciary. • Critical analysis of role of Judiciary in democratic countries. • Appreciate that the judiciary of India is the most powerful in the world. • Appreciate and accept that how all these institutions together carry on the work of government. 	<ul style="list-style-type: none"> • Parliament and discuss • the importance of • question hour. • <input type="checkbox"/> Present Moot court to • evaluate the rule of • Law. Examine the • relevant case studies to • evaluate the rule of law • conduct Mock • Parliament session. • <input type="checkbox"/> Collect information on • the performance of the • functioning of a • democratic government • and society from social • media and other • institutions and present. 	<ul style="list-style-type: none"> • responsibilities, and • interdependency of all • the 3 organs of the • Government. • <input type="checkbox"/> Appreciate the • parliamentary system • of executive's • accountability to the • legislature. • <input type="checkbox"/> Summarize and • evaluate the rule of law • in India. 	<ul style="list-style-type: none"> • Judicial Case Simulation 	
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August 14	Nazism and rise of Hitler	<ul style="list-style-type: none"> • Examines Hitler's strategically crafted conspiracies to seize the 	<ul style="list-style-type: none"> • <input type="checkbox"/> Audio-visual aids like a 	<ul style="list-style-type: none"> • <input type="checkbox"/> Analyse the role of 	<ul style="list-style-type: none"> • Propaganda Analysis and 	<ul style="list-style-type: none"> •
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	<p>Birth of the Weimar Republic</p> <p>Hitler's Rise to Power</p> <p>The Nazi Worldview</p> <p>Youth in Nazi Germany</p> <p>Ordinary People and the Crimes Against Humanity</p>	<p>power and initiate second world war to avenge Germany's defeat in first world war</p> <ul style="list-style-type: none"> Learn about the two - fold injustice committed by the Nazis a. Racial Hierarchy, concept of Lebensraum to justify Nazi's act of revenge Mass murder of 'undesirables with in Germany Survey the strategically designed ideological training, <ul style="list-style-type: none"> segregation of undesirables and violent nationalism. Gauge the dreaded - special treatment, final solution (for the Jews) euthanasia (for the disabled), selection and disinfections. 'Evacuation of the undesirables and <ul style="list-style-type: none"> Holocaust. 	<ul style="list-style-type: none"> 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. Role play/Dramatize the Characters-Hitler and Gandhi. Cartoon interpretations on these leaders. 	<ul style="list-style-type: none"> "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 	<p>Poster Creation</p> <ul style="list-style-type: none"> Create a Timeline of Events 	
	<p>People as resource</p> <p>Topics:-</p> <p>Overview Investment in Human Capital.</p> <p>Investment in education and health.</p>	<ul style="list-style-type: none"> Familiarize themselves with the basic concepts like human capital, Gross National Product. Acquaintance with the virtuous cycle and vicious cycle of poverty. Visualisation of increasing efficiency of the people on which investment in education and health is made. 	<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 	<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 	<p>Ask students to draw a large tree on a chart paper representing Human Resource Development.</p> <ul style="list-style-type: none"> The roots of the tree represent basic needs: 	<ul style="list-style-type: none"> Secondary Sector: Its type Cottage, Small and Large scale through pie chart and geographic al

	<p>Economic Activities by Men and Women</p> <p>(i) Education and skill determinants of earnings. Quality of population</p> <p>(i) Education</p> <p>(ii) Health Unemployment</p> <p>(i) Nature of employment in India.</p> <p>(ii) Effects of Unemployment.</p> <p>(iii) Labour Absorbing sectors of economy</p>	<ul style="list-style-type: none"> ● Classify the activities into three sectors of economy. Understand the economic activities performed by men and women. ● Understand two parts of economic activities. ● Understand types of population and how-to build- up quality population. ● Analyse and examine nature of employment in India ● (Seasonal, Disguise, and Educated Unemployment). ● Acquaintance with the effects of Unemployment and labour absorbing sectors of economy (Territory sector, Small Scale manufacturing Sector). ● Create a report on the migrant labourers from all sectors and unemployed post Covid 19 data can be shown on a Bar Graph 	<ul style="list-style-type: none"> ● Development. ● <input type="checkbox"/> Make a newsletter ● collecting articles from ● newspapers/magazines ● etc on illiteracy and ● unemployment status in ● India and government ● initiative in solving the ● issues. ● <input type="checkbox"/> Audio-Visual aids ● showing initiatives ● undertaken by the ● government in ● promoting education and employment in ● various states of India. 	<ul style="list-style-type: none"> ● by. ● <input type="checkbox"/> Propose innovative ● strategies to resolve ● unemployment ● problems. 	<p>Education, Health, Nutrition, and Skills.</p> <ul style="list-style-type: none"> ● The trunk represents employment opportunities and economic sectors (agriculture, industry, services). 	<p>representation.</p>
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September 8	Climate Regional Climatic variation in India Climatic controls. Factors affecting India's Climate. The Indian Monsoon The onset of the monsoon and withdrawal The seasons Distribution of Rainfall Monsoon as a unifying bond	<ul style="list-style-type: none"> ● Acquaintance with the various factors influencing the climate. ● Analyse climatic variations of our country and its impact on the life of the people. ● Examine the physical factors which shape the climate of a place. ● Understand the mechanism of Monsoon. ● Analyse the onset and withdrawal of monsoon in India. ● Examine and develop understanding the seasons of India ● Acquaintance with the distribution of rainfall in Indian Region. ● Enhance the understanding of the uniformity of laws of atmospheric science and at the same time unique results of such combination. 	<ul style="list-style-type: none"> ● <input type="checkbox"/> 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. ● <input type="checkbox"/> Collect Newspaper reports for knowing the weather status. ● <input type="checkbox"/> Prepare and present mock drills on climate change and protocols as preventive action for various disasters 	<ul style="list-style-type: none"> ● <input type="checkbox"/> Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent. ● <input type="checkbox"/> Analyse the temperatures between plateau region, Himalayan region, desert region and coastal region. ● <input type="checkbox"/> Enumerate and summarize the reasons for the wide difference between temperatures at different geographical locations of India 	Each group will create a story or skit that reflects how the climate impacts daily life in that region. Consider: <ul style="list-style-type: none"> ● Monsoon celebrations in Kerala. ● Drought challenges in Rajasthan. ● Snowfall and winter lifestyle in Ladakh. ● Floods and heavy rains in Assam. 	<ul style="list-style-type: none"> ●
	Poverty as challenge Two typical cases of	<ul style="list-style-type: none"> ● ● Familiarize themselves with basic concepts like poverty in urban and 	<ul style="list-style-type: none"> ● <input type="checkbox"/> PPT presentation using ● case study given in 	<ul style="list-style-type: none"> ● <input type="checkbox"/> Comprehend the reasons of poverty in the rural and urban 	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● The students are asked to collect data on different

	poverty (i) Urban case (ii) Rural case Poverty Line Poverty trends in India.	rural cases. <ul style="list-style-type: none"> ● Acquaintance with the concepts of social exclusion, vulnerability and the poverty line estimation in India. ● Analyse the poverty estimate of the country and even globally. ● Understanding poverty measures and the trends in India. ● Understand the causes of poverty and anti-poverty measures (promotion of economic growth, targeted anti-poverty programmes). ● Understand the role of Government of India in removing Poverty. 	<ul style="list-style-type: none"> ● NCERT text on the ● reasons of rural and ● urban poverty. ● <input type="checkbox"/> Declamation with data ● to evaluate the efficacy ● of government to ● eradicate poverty and ● suggest measures/ ● ways which can be ● used to minimise the ● same. ● <input type="checkbox"/> Debate on the topic- ● 'Can education remove ● poverty?' 	<ul style="list-style-type: none"> ● areas. ● <input type="checkbox"/> Evaluate the efficacy ● of government to ● eradicate poverty. ● <input type="checkbox"/> Compare how poverty ● estimates have ● transformed from ● 1993-94 to 2011-12. ● <input type="checkbox"/> Corelate the link ● between education ● and poverty. 		vulnerable groups. <ul style="list-style-type: none"> ● The students are asked to discuss the ● concept of Poverty? How is poverty line ● estimated in India? ● The students are asked to discuss Inter ● State Disparities and Global Poverty ● Scenario. ● The students are asked to discuss the ● causes of Poverty. ● The students are asked to collect the ● data and interpret the state wise trends ● of poverty in India. ● The students are asked to discuss AntiPoverty Measures taken by Government
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October	Democratic	<ul style="list-style-type: none"> ● Examine the case studies of Prison in 	<ul style="list-style-type: none"> ● <input type="checkbox"/> Debate the need to 	<ul style="list-style-type: none"> ● <input type="checkbox"/> Analyse the role of 	<ul style="list-style-type: none"> ● Role Play/Street 	<ul style="list-style-type: none"> ●
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10	rights Life without Rights Rights in democracy Rights in the Indian constitution.	Guantanamo Bay <ul style="list-style-type: none"> • Ethnic massacre in Kosovo. • Citizens' rights in Saudi ARABIA • Analyzation of the situations where people were <ul style="list-style-type: none"> ○ deprived of their rights. • Develop a respect towards the every people. • Appreciate democracy that how it gives the rights to its citizens. • Critical thinking that how rights are reasonable claims. • Analyse the situation when rights have placed higher than the institutions. • Enhance decision making with critical thinking • Understand and Appreciate fundamental rights. • Critical thinking towards securing these rights. • Critical Analysation on the role of National Human Right Commission • Appreciate that our constitution and law offers a wider range of rights. • Scope of rights has expanded. 	have <ul style="list-style-type: none"> • rights in the light of • study of Saudi Arabia. • <input type="checkbox"/> Case study to analyse • the role of citizens when • the rights are exercised • or otherwise. • <input type="checkbox"/> Organize a moot court to • discuss the violation of • individual rights. • <input type="checkbox"/> Graphic organizer to • summarize the • coexistence of rights vs • duties. 	<ul style="list-style-type: none"> • the responsible • citizens. • <input type="checkbox"/> Summarize the • importance of • fundamental rights • and duties in the light • of the nation's glory. • <input type="checkbox"/> Recognize the role of • a responsible citizen • while performing their • prescribed duties • versus claiming • rights. 	Play on Violation of Rights	
	Population Population size and Distribution. Population	<ul style="list-style-type: none"> • Acquaintance of distribution and size of the population in India. • Analyse population growth and processes of population change during 1951-2011. 	<ul style="list-style-type: none"> • <input type="checkbox"/> Use a Pie -diagram to • depict the population • distribution in India. 	<ul style="list-style-type: none"> • <input type="checkbox"/> Analyse and infer the • reasons behind the • uneven distribution of • population in India with 	•	•

	<p>growth and processes of population change.</p> <p>Characteristics or qualities of the population.</p> <p>(i) Age composition.</p> <p>(ii) Sex ratio.</p> <p>(iii) Literacy rate.</p> <p>(iv) Occupational structure.</p> <p>(v) Health.</p> <p>(vi) Adolescent population.</p> <p>National Population Policy</p>	<ul style="list-style-type: none"> • Understand the occupational structure and various demographic indicators in India. • Acquaintance of National Population policy (NPP) 2000 and identifying the protections provided to <ul style="list-style-type: none"> ○ adolescence. 	<ul style="list-style-type: none"> • <input type="checkbox"/> Group discussion and • presentation on reasons • behind the uneven • distribution of Population 	<ul style="list-style-type: none"> • specific reference • <input type="checkbox"/> to UP & Rajasthan and Mizoram and Karnataka • <input type="checkbox"/> Enlist the factors that affect the population • density 		
	<p>Food security in India</p> <p>Meaning and necessity of food security</p> <p>Food Insecure People.</p> <p>Food security in India. Role of Cooperatives in food</p>	<ul style="list-style-type: none"> • Acquaintance with the meaning of food security (availability, accessibility, affordability of food). • Understand necessity of food security (Effect of natural calamity, famine and starvation). • Acquaintance with the national health and family survey. • Familiarise with the basic concept like famine, dimensions of food security, buffer stock, public distribution system (PDS), and integrated child development services (ICDS), food for work 	<ul style="list-style-type: none"> • <input type="checkbox"/> Case study and group • discussion to connect • the link between a wellstructured food security • system and continuity • of supply to masses. • Panel Discussion /seminar on the impact of the green revolution and PDS. 	<ul style="list-style-type: none"> • <input type="checkbox"/> Comprehend various aspects of food security that will ensure continuity of supply to the masses. • <input type="checkbox"/> Enumerate the different features of PDS that directly address FSI. • <input type="checkbox"/> Analyse and infer the 	<ul style="list-style-type: none"> • Guest Speaker • programmes where govt. officials can be called to talk on FSI • and PDS (Public Distribution System) • 	<ul style="list-style-type: none"> • Project report on Healthy food and a balanced diet with special reference to Adolescents. • Comparati

	security.	(FFW) programme. <ul style="list-style-type: none"> Analyse how food security affected during a calamity. Understand the importance of public distribution system, buffer stock, food corporation of India and cooperatives 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> impact of Green Revolution. □ Analyse the causes and impact of famines/disasters in food security during pre and post independent India. 		ve analysis of Advantages of Healthy population in the economy of a country
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S. No.	Subject	Name of the Chapter	List of Areas to be located /labeled/identified on the map
I	History	French Revolution	Outline political map of France. Locate/label/identify. □ Bordeaux, Nantes, Paris and Marseille
		Socialism in Europe and the Russian Revolution	Outline political map of the World. Locate/label/identify Major countries of First World War: Central Powers: Germany, Austria-Hungary, Turkey (Ottoman Empire). Allied Powers – France, England, Russia and USA
		Nazism and the Rise of Hitler	Outline Political Map of World. Locate/label/identify Major countries of Second World War Axis: Powers – Germany, Italy, Japan Allied Powers – UK, France, Former USSR, USA
II	Geography	India : size and location	<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 Zaskar, 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 Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi Lakes – Wular, Pulicat, Sambhar, Chilika
		Climate	<input type="checkbox"/> 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