

**SOCIAL SCIENCE**  
**Subject Code-087**  
**Class - IX (2025-26)**

## **RATIONALE**

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper, and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. [NEP 2020, pages 4-5]

Social Science is a compulsory subject in secondary stage of school education. It is an integral component of general education. Social Science can play a unique role within the school curriculum to enable Knowledge, Capacities, and Values and Dispositions that underpin the purpose of education as committed to in NEP.

Social Science plays an important role in developing an integrated understanding of the human world and its functioning, including its deep interrelationships with nature and environment in the quest to continuously improve a society. In the study of this subject, students learn methods of observing and interpreting the human world, which help them lead their own lives and also contribute as members of society.

It also helps in developing some of the Values and Dispositions that are essential for democratic participation- building and sustaining cooperation among communities that strive for peace, harmony, equity, and justice for all. It encourages them to understand and appreciate the feeling of Indianness 'Bhartiyata' by valuing the rich cultural heritage and tradition of the country.

The role of the subject in developing a comprehensive sense of the human world and its functioning in an individual student is significant. This understanding is critical to help students see how things around them are changing and are interdependent in the world today what are the causes of the change, and how the change impacts human societies.

It also helps them realise the need for interdependence, collaboration, and an appreciation for the diversity of human culture and societies. The subject also teaches students the method of observing and interpreting the world wearing the hat of a social scientist. It does so by building core skills such as observing what is going on around them, analysing causes of various phenomena (historical, geographical, socio-political, or economic) using evidence, asking questions, making connections, forming viewpoints based on conceptual understanding and evidence, recognizing patterns and generalizations, and arriving at logical conclusions.

These skills prepare the students to contribute to the nation as responsible citizens of society.



## AIMS & OBJECTIVE

As per NCF- 2023, the aims of teaching Social Science in school education can be summarised as follows:

- a. Develop disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.

This can be enabled through:

- i. an understanding of continuity and change in human civilisation, its causation and effect, and its impact on modern life,
  - ii. an understanding of the interaction between nature and human beings, the spatial patterns arising out of this interaction, and its effect on human life,
  - iii. an awareness and understanding of the diversity of people and their practices in different societies, regions, and cultures within societies,
  - iv. an awareness of various social, political, and economic institutions, their origin, functioning and transformations over time.
- b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society.

These could be specifically seen as:

- i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,
  - ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,
  - iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem- solving attitude,
  - iv. Skills to collect, organize, analyse, represent, and present data and information on various historical, geographical, and socio-political issues,
  - v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.
- c. Foster ethical, human, and Constitutional values:

As the NEP 2020 emphasises, to foster a “democratic outlook and commitment to liberty and freedom; equality, justice, and fairness; embracing diversity, plurality, and inclusion; humaneness and fraternal spirit; social responsibility and the spirit of service; ethics of integrity and honesty; scientific temper and commitment to rational and public dialogue; peace; social action through Constitutional means; unity and integrity of the nation, and a true rootedness and pride in India with a forward-looking spirit to continuously improve as a nation.

**NOTE**-Refer to NCF-2023-Page no-320-323



## CURRICULAR GOALS-CG

As per NCF 2023 - At the Secondary Stage, students will go into details to understand India's past and appreciate its complexity, diversity, and unity brought about by cultural integration and the sharing of knowledge traditions across geographical and linguistic boundaries. P-154

- CG -2 Analyse the important phases in world history and draw insight to understand the present-day world
- CG-3 Understand the idea of a nation and the emergence of the modern Indian Nation
- 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
- CG -5 Understand the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government.
- CG -6 Understand and analyse social, cultural, and political life in India over time – as well as the underlying historical Indian ethos and philosophy of unity in diversity – and recognises challenges faced in these areas in the past and present and the efforts (being) made to address them
- CG -7 Develop 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
- CG -8 Evaluate the economic development of a country in terms of its impact on the lives of its people and nature
- CG-9 Understand and appreciate the contribution of India through history and present times, to the overall field of Social Science, and the disciplines that constitute it

## COMPETENCIES

Competencies are specific learning achievements that are observable and can be assessed systematically. In NCF, Competencies are directly derived from a Curricular Goal and are expected to be attained by the end of a Stage. The following competencies need to be developed in students to achieve the curricular goals at secondary stage.

- C-2.1 Explain historical events and processes with different types of sources with specific examples from India and world history.
- C-2.3 Trace aspects of continuity and change in different phases of world history (including cultural trends, social and religious reforms, and economic and political transformations)
- C-2.4 Explain the growth of new ideas and practices across the world and how they affected the course of world history.
- C-2.5 Recognise 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.
- C3.2 Identify and analyse important phases of the Indian national freedom struggle against British colonial rule, with special reference to the movement led by Mahatma Gandhi and other important figures as well as those that led to independence, and



understands the specific Indian concepts, values, and methods (such as Swaraj, Swadeshi, passive resistance, fight for dharma self- sacrifice, ahimsa) that played a part in achieving Independence.

- C-4.1 Locate physiographic regions of India and the climatic zones of the world on a globe/map.
- C-4.2 Explain important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region
- C-4.3 Draw inter- linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation, and wildlife.
- C-4.4 Analyse and evaluate the inter- relationship between the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos that resulted in practices of nature conservation
- C-4.5 Critically evaluate 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
- C-4.6 Develop sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation
- C-5.1 Understand 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)
- C-5.2 Appreciate fundamental Constitutional values and identify their significance for the prosperity of the Indian nation.
- C-5.3 Explain that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties
- C-5.4 Analyse the basic features of a democracy and democratic government – and its history in India and across the world – and compares this form of government with other forms of government.
- C-5.5- Analyse 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
- C-6.1 Understands how the Indian ethos and the cultural integration across India did not attempt uniformity, but respected and promoted a rich diversity in Indian society, and how this harmonisation and unity in diversity, with a historical respect for all cultures, women have counted among India's great strengths by promoting peaceful coexistence
- C-6.2 Understand that despite C-6.1, forms of inequality, injustice, and discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonisation), leading to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success.
- 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)



- C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India
- C-7.3 Distinguishes between 'unorganised' and 'organised' sectors of the economy and their role in production for the local market in small, medium, and large-scale production centres (industries), and recognises the special importance of the so-called 'unorganised' sector in Indian economy and its connections with the self-organising features of Indian society
- C-7.4 Trace the beginning and importance of large- scale trade and commerce (including e- commerce) between one country and another - the key items of trade in the beginning, and the changes from time to time.
- C-8.1 Gather, comprehend, and analyse data related to income, capital, poverty, and employment in one's locality, region and at the national level. Markets.
- C-8.3 Understand these features in the context of ancient India, with its thriving trade, both internal and external, and its well- established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world's leading economies up to the colonial period
- C-8.4 Describes India's recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress.
- C-8.5 Appreciates the connections between economic development and the environment, and the broader indicators of societal wellbeing beyond GDP growth and income.

In Grades 9 and 10 of the Secondary Stage, the study of Social Science is organised within the disciplines of History, Geography, Political Science, and Economics. The concepts and content are chosen to develop an in-depth understanding in each discipline.

**CLASS IX (2025-26)**  
**COURSE STRUCTURE**

History-India and the Contemporary World - I			Marks-20 inclusive of Map pointing
Section	Chapter No	Chapter Name	Marks
I Events and Process	I	The French Revolution	18+2 map pointing
	II	Socialism in Europe and the Russian Revolution	
	III	Nazism and the Rise of Hitler	
II Livelihood, Economies and Societies	IV	Forest, Society and Colonialism <b>Interdisciplinary project as part of multiple assessments</b> (Internally assessed for 5 marks)	
	V	Pastoralists in the Modern World <b>(assessed as part of Periodic Assessment only)</b>	

Geography-Contemporary India - I		Marks-20 inclusive of Map pointing
Chapter No.	Chapter Name	Marks
1	India – Size and Location	17+3 map pointing*
2	Physical Features of India	
3	Drainage	
4	Climate	
	Natural Vegetation and Wildlife (Only map pointing to be evaluated in the annual examination.)	
5	Population	* Marks as mentioned
6	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)	
Political Science- Democratic Politics - I		20 Marks
Chapter No.	Chapter name	Marks
1	What is Democracy?	20
	Why Democracy?	
2	Constitutional Design	
3	Electoral Politics	
4	Working of Institutions	
5	Democratic Rights	
Economics		20 Marks
Chapter No.	Chapter name	Marks
1	The Story of Village Palampur (To be assessed as part of Periodic Assessment only)	20
2	People as Resource	
3	Poverty as a Challenge	
4	Food Security in India	

CLASS IX

History-India and the Contemporary World - I

Section I: Events and Processes

Chapter-1 The French Revolution

Learning Outcomes-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.



- Illustrate that, the quest for imperialism triggered the First World War.
- Examine various sources to address imbalances that may lead to revolutions

## **Chapter 2- Socialism in Europe and the Russian Revolution**

**Learning Outcomes-** The students will be able 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.

## **Chapter 3-Nazism and the Rise of Hitler.**

**Learning Outcomes-** The students will be able to

- 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

## **Section II: Livelihoods, Economies and Societies**

### **Chapter 4- Forest Society and Colonialism**

Interdisciplinary Project with Chapter 5 of Geography "Natural Vegetation and Wildlife"

**Learning Outcomes-** Refer Annexure II

### **Chapter 5- Pastoralists in the Modern World**

**Learning Outcomes-** The students will be able to

- Examine the situations that have created nomadic societies highlighting the key factors played by the climatic conditions and topography.
- Analyse varying patterns of developments within pastoral societies in different places in India.
- Comprehend the impact of colonialism on Pastoralists in India and Africa.

## **Geography- Contemporary India - I**

### **Chapter 1- India – Size and Location**

**Learning Outcomes-** The students will be able to

- 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.
- 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.



## Chapter 2- Physical Features of India

**Learning Outcomes-** The students will be able to

- 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.

## Chapter 3- Drainage

**Learning Outcomes-** The students will be able to

- Examine the information about different lakes and infer on their contribution to Indian ecology.
- Present creative solutions to overcome the water pollution and also to increase the contribution of water bodies to the Indian economy.
- Identify the river systems of the country and explain the role of rivers in human society

## Chapter 4- Climate

**Learning Outcomes-** The students will be able to

- 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 summarise the reasons for the wide difference between temperatures at different geographical locations of India

## Chapter 5- Natural Vegetation and Wildlife

Interdisciplinary project with chapter no IV of History “Forest, Society and Colonialism

**Learning Outcomes- -Refer annexure II**

## Chapter-6. Population

**Learning Outcomes-** The students will be able to

- 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

## Political Science-Democratic Politics - I

### Chapter 1- What is Democracy? Why Democracy?

**Learning Outcomes-** The students will be able to

- Examine the concept of 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

## Chapter 2- Constitutional Design

**Learning Outcomes-** The students will be able to

- Discuss and describe the situation that led to creation of Indian Constitution
- Enumerate the essential features that need to be kept in mind while drafting a constitution.
- Examine the guiding values that created the Indian constitution
- Comprehend the roles and responsibilities as citizens of India.

## Chapter 3- Electoral Politics

**Learning Outcomes-** The students will be able to

- Analyse the implications of power of vote and power of recall.
- Summarise the essential features of the Indian Electoral system.
- Examine the rationale for adopting the present Indian Electoral System.

## Chapter 4- Working of Institutions

**Learning Outcomes-** The students will be able to

- 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.
- Summarise and evaluate the rule of law in India.

## Chapter 5- Democratic Rights

**Learning Outcomes-** The students will be able to

- Summarise the importance of fundamental rights and duties in the light of the nation's glory.
- Analyse and recognise the role of a responsible citizen while performing their prescribed duties versus claiming rights.

# ECONOMICS

## Chapter 1- The Story of Village Palampur

**Learning Outcomes-** The students will be able to

- Enlist the requirements of production and comprehend the interdependence of these requirements.
- Correlate farming and non-farming activities to economic growth.
- Comprehend how the significance of conditions of farming and the factors of production impact economic development.
- Find solutions to foster an equitable society.



Chapter 2- People as Resource

Learning Outcomes- The students will be able to

- Evaluate the reasons that contribute to the quality of population.
- Observe different government schemes and see their effect on the people there.

Chapter 3- Poverty as a Challenge

Learning Outcomes- The students will be able to

- Comprehend the reasons for poverty in the rural and urban areas.
- Evaluate the efficacy of the government to eradicate poverty.
- Correlate the link between education and poverty.

Chapter 4- Food Security in India

Learning Outcomes- The students will be able to

- Comprehend various aspects of food security that will ensure continuity of supply
- Enumerate the different features of PDS that directly address FSI.
- Analyse and infer the impact of the Green Revolution.
- Analyse causes and effect of famines in food security during pre and post independent India.

CLASS IX (2025-26)  
MAP WORK

Subject	Chapter	List of Areas to be located /labeled/identified on the map
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 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
Geography	India : size and location	<ul style="list-style-type: none"><li>● India - States and Capitals</li><li>● Tropic of Cancer, Standard Meridian (Location and Labeling)</li><li>● Neighbouring Countries</li></ul>
	India physical features	<ul style="list-style-type: none"><li>● Mountain Ranges: The Karakoram, The Zanskar, The Shivalik, The Aravali, The Vindhya, The Satpura, Western and Eastern Ghats</li><li>● Mountain Peaks-K2, Kanchan Junga, Anai Mudi</li></ul>



Project Work: Class IX

Project work	Competencies
<p>Every student must undertake one project on Disaster Management</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>To create awareness in them about different disasters, their consequences and management</li><li>To prepare them in advance to face such situations</li><li>To ensure their participation in disaster risk reduction plans</li><li>To enable them to create awareness and preparedness among the community.</li><li>The project work helps in enhancing the Life Skills of the students.</li><li>Various forms of art must be integrated in the project work.</li></ul>	<p>The students will develop the following competencies:</p> <ul style="list-style-type: none"><li>Collaboration</li><li>Use analytical skills.</li><li>Evaluate the situations during disasters.</li><li>Synthesize the information.</li><li>Find creative solutions.</li><li>Strategize the order of solutions.</li><li>Use the right communication skills.</li></ul>

Guidelines:

To realise the expected objectives, it would be required of the principals / teachers to muster support from various local authorities and organisations 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 and originality	2
b	Competencies exhibited and Presentation	2
c	Viva-Voce	1

- All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
- A Summary Report should be prepared highlighting:
  - objectives realized through individual work and group interactions.
  - calendar of activities.
  - innovative ideas generated in the process.
  - list of questions asked in viva voce.

- It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.
- The Project Report can be handwritten or digital.
- The Project Work needs to enhance cognitive, affective and psychomotor skills of the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, art integrated activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020)
- The Project work can culminate in the form of PowerPoint 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.



## Class-IX

## Interdisciplinary Project

Subject and Chapter No	Name of the Chapter	Suggested Teaching Learning Process	Learning Outcomes with Specific Competencies	Time Schedule For Completion
History Chapter IV	Forest Society and Colonialism	Interdisciplinary project Teachers can make use of the pedagogies in facilitating the students in completion of Interdisciplinary Project Constructivism Inquiry based learning Cooperative Learning Research based learning. Experiential learning. Art integration  <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.	Compare the forest situations prevailed in the pre- colonial, colonial and post-colonial era.  Evaluate the growth &role of commercial forestry in different types of Vegetation.  Analyse the reasons for rebellions in forest areas of south East-Asia with specification to JAVA.  To defend the role of government and the local communities in protecting the forest cover.	The schools to do IDP between the months of April and September at the School under the guidance of a teacher. (Carryover of project to home must be strictly avoided)
Geography Chapter 5	Natural Vegetation and Wildlife		To devise ways to protect the forest vegetation and wildlife in India.	

**Guidelines for Interdisciplinary 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)

**Plan of the project:**

A suggestive 10 days' plan given below which you may follow, or you can create on your own, based on the templates provided below.

**Process:**

Initial collaboration among students to arrange their roles, areas of integration, area of investigation and analysis, roles of students.



Team leader: Main collaborator
Team members:
Note: Teacher to allocate the roles as per the abilities of the students.

- Final submission based on course deliverables as given in the template below the 10-day plan.
- Assessment Plan: to be done by the teacher clearly mentioning the Rubrics.
- Report, poster and video acknowledgements: reflections & expression of gratitude as given in the template given below

Class IX Interdisciplinary project	
10 days suggestive plan	10 periods
<p><b>Day 1-2: Colonialism and Forest Society</b></p> <p>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.</p> <p><b>Day 3-4: "Rebellion in the Forest"</b></p> <p>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 V for Rubrics. <a href="https://www.youtube.com/watch?v=N6SR0REa_YA">https://www.youtube.com/watch?v=N6SR0REa_YA</a></p> <p><b>Day 5-6: Forest Transformations in Java, Tropical Evergreen Forests</b></p> <ul style="list-style-type: none"> <li>• Examine the impact of human activity on forests in Java.</li> <li>• 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.</li> <li>• 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.</li> <li>• Discuss the characteristics of tropical evergreen forests, including their climate, soil, and flora/fauna.</li> <li>• Students can research specific examples of tropical evergreen forests and the challenges they face, such as deforestation and climate change.</li> </ul> <p><i>Group project: watch the video through the link <a href="https://www.youtube.com/watch?v=Ml0xvHsBigI">https://www.youtube.com/watch?v=Ml0xvHsBigI</a></i></p> <ul style="list-style-type: none"> <li>• Analyse and present the impact of forest transformations on society, economy and environment in Java. Compare and contrast it with India.</li> <li>• Present a PPT of your learnings. Refer Annexure V for rubrics</li> </ul> <p><b>Day 7-8:</b> Discuss how colonialism has affected the forest's biodiversity and the survival of indigenous communities living in and around the forest</p> <p><b>Group activity:</b> 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 compile all the findings of 8 days' work and present them in PPT and through the template given in Annexure IV.</p>	