**SOCIAL SCIENCE**

**(Code No. 087)**

**Rationale**

Social Science is a compulsory subject upto secondary stage of school education. It is an integral component of general education because it helps the learners in understanding the environment in its totality and developing a broader perspective and an empirical, reasonable and humane outlook. This is of crucial importance because it helps them grow into well-informed and responsible citizens with necessary attributes and skills for being able to participate and contribute effectively in the process of development and nation- building.

The Social Science curriculum draws its content mainly from Geography, History, Political Science and Economics. Some elements of Sociology and Commerce are also included. Together they provide a comprehensive view of society-over space and time, and in relation to each other. Each subject’s distinct methods of enquiry help the learners to understand society from different angles and form a holistic view.

**Objectives**

The main objectives of this syllabus are:

1. to develop an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved.
2. to make learners realise that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space.
3. to develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change with appropriate connections to world development.
4. to deepen knowledge about and understanding of India’s freedom struggle and of the values and ideals that it represented, and to develop an appreciation of the contributions made by people of all sections and regions of the country.
5. to help learners understand and cherish the values enshrined in the Indian

Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

1. to deepen the knowledge and understanding of India’s environment in its totality, their interactive processes and effects on the future quality of people’s lives.
2. to facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity.
3. to develop an appreciation of the richness and variety of India’s heritage-both natural and cultural and the need for its preservation.

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1. to promote an understanding of the issues and challenges of contemporary India-environmental, economic and social, as part of the development process.
2. to help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community.
3. to develop scientific temper by promoting the spirit of enquiry and following a rational and objective approach in analysing and evaluating data and information as well as views and interpretations.
4. to develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms- cooperating with others, taking initiatives and providing leadership in solving others’ problems.
5. to develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

**COURSE STRUCTURE CLASS IX**

|  |  |  |
| --- | --- | --- |
| **Time: 3 Hrs.** |  | **Max. Marks: 80** |
|  |  |  |  |  |
| No. | Units | Marks |  | Periods |
| I | India and the Contemporary World - I | 20 |  | 60 |
| II | Contemporary India - I | 20 |  | 55 |
| III | Democratic Politics - I | 20 |  | 50 |
| IV | Economics | 20 |  | 50 |
|  | Total | 80 |  | 215 |

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**Unit 1: India and the Contemporary World - I**

|  |  |  |
| --- | --- | --- |
|  |  | **60 Periods** |
|  |  |  |
| **Themes** |  | **Objectives** |
| Three themes in the first sub-unit and one | • | In each of the themes in this unit |
| each from the second sub unit could be |  | students would be made familiar |
| studied. |  | with extracts of speeches, political |
| Sub-unit 1.1 : Events and processes:(All |  | declarations, as well as the |
|  | politics of caricatures, posters and |
| the three themes are compulsory) |  |
|  | engravings. Students would learn |
| In this unit the focus is on three events and |  |
|  | how to interpret these kinds of |
| processes that have in major ways shaped |  | historical evidences. |
| the identity of the modern world. Each | • | Familiarize students with the names |
| represents a different form of politics, |
| and a specific combination of forces. One |  | of people involved, the different |
|  | types of ideas that inspired the |
| event is linked to the growth of liberalism |  |
|  | revolution, the wider forces that |
| and democracy, one with socialism, and |  |
|  | shaped it. |
| one with a negation of both democracy |  |
|  |  |
| and socialism. | • | Show how written, oral and visual |
| **I. The French Revolution:** |  | material can be used to recover the |
|  | history of revolutions. |
| (a)The Ancient Regime and its crises. |  |
| • | Explore the history of socialism |
| (b) The social forces that led to the |
| revolution. (c) The different revolutionary |  | through a study of the Russian |
|  | revolution. |
| groups and ideas of the time. (d) The |  |
|  |  |
| legacy. (Compulsory Chapter-1) |  |  |
| **II. Socialism in Europe and the Russian** | • | Familiarize students with the names |
| **Revolution:** |  | of people involved, the different |
| (a)The crises of Tzarism. (b) The nature of |  | types of ideas that inspired the |
|  | revolution. |
| social movements between 1905 and 1917. |  |
|  |  |
| (c) The First World War and foundation of | • | Discuss the critical significance of |
| Soviet state. (d) The legacy. (Chapter 2) |  | Nazism in shaping the politics of |
| **III. Nazism and the Rise of Hitler:** |  | modern world. |
| • | Familiarize students with the |
| (a)The growth of social democracy (b) The |
| crises in Germany. (b) The basis of Hitler’s |  | speeches and writings of Nazi |
|  | leaders. |
| rise to power. (c) The ideology of Nazism. |  |
|  |  |
| (d) The impact of Nazism. |  |  |
| (Chapter 3) |  |  |

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**Sub-unit 1.2: Livelihoods, Economies**

**and Societies:**

The themes in this section will focus on how different social groups grapple with the changes in the contemporary world and how these changes affect their lives.

Any one theme of the following:

**IV. Forest Society and Colonialism:**

(a) Relationship between forests and livelihoods. (b) Changes in forest societies under colonialism.

Case studies : Focus on two forest movements one in colonial India (Bastar) and one in Indonesia. (Chapter 4)

**V. Pastoralists in the Modern World:**

(a) Pastoralism as a way of life. (b) Different forms of pastoralism. (c) What happens to pastoralism under colonialism and modern states?

Case studies: Focus on two pastoral groups, one from Africa and one from India. (Chapter 5)

**VI. Peasants and Farmers:**

1. Histories of the emergence of different forms of farming and peasant societies.
2. Changes within rural economies in the modern world.

Case studies: focus on contrasting forms of rural change and different forms of rural societies (expansion of large-scale wheat and cotton farming in USA, rural economy and the Agricultural Revolution in England, and small peasant production in colonial India) (Chapter 6)

Map Work Based on theme 4/5/6. (Internal choice will be provided)

1. Discuss the social and cultural world of forest communities through the study of specific revolts.
2. Understand how oral traditions can be used to explore tribal revolts.
3. Point to the varying patterns of developments within pastoral societies in different places.
4. Look at the impact of colonialism on forest societies, and the implication of scientific forestry.
5. Show the different processes through which agrarian transformation may occur in the modern world.
6. Consider what happens to pastoralists and pastoralism in the modern world, with the formation of modern states,

marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets.

1. Understand how agricultural systems in India are different from that in other countries.
2. Familiarize students with the idea that large scale farming, small scale production, shifting agriculture operate on different principles and have different histories.

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**Unit 2 : Contemporary India - I**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | **55 Periods** |
|  |  |  |  |  |  |
|  |  | **Themes** |  |  | **Objectives** |
| **1. India** - Size and Location |  | • | To understand the major landform |
| **2. Physical** | **Features of** | **India:** relief, |  | features and the underlying geolog- |
|  | ical structure; their association with |
| structure, major physiographic unit. |  |
|  | various rocks and minerals as well as |
|  |  |  |  |  |  |
|  |  |  |  |  |  | nature of soil types. |
| **3. Drainage:** Major rivers and tributaries, | • | To understand the river systems of the |
| lakes and seas, role of rivers in the |  | country and explain the role of rivers |
| economy, pollution of rivers, measures to |  | in the evolution of human society. |
| control river pollution. (Chapter 3) |  |  |
| **4. Climate:** Factors influencing the | • | To identify the various factors in- |
| climate; monsoon- its characteristics, |  | flue-ncing the climate and explain |
| rainfall | and | temperature | distribution; |  | the climatic variation of our country |
| seasons; climate and human life. |  | and its impact on the life of the peo- |
| (Chapter 4) |  |  |  |  | ple. |
|  |  |  |  |  |
|  |  |  |  |  | • | To explain the importance and unify- |
|  |  |  |  |  |  | ing role of monsoons. |
| **5. Natural Vegetation and Wild Life:** | • | To find out the nature of diverse flora |
| Vegetation types, distribution as well as |  | and fauna as well as their distribu- |
| altitudinal variation, need for conservation |  | tion. |
| and various measures. Major species, their | • | To develop concern about the need to |
| distribution, | need | for conservation and |  | protect the biodiversity of our coun- |
| various measures. |  |  |  |
|  |  |  | try. |
|  |  |  |  |  |  |
| **6. Population:** Size, distribution, age- | • | To analyse the uneven nature of popu- |
| sex composition, population change- |  | lation distribution and show concern |
| migration as a determinant of population |  | about the large size of our popula- |
| change, | literacy, | health, | occupational |  | tion; |
| structure and national population policy | • | To understand the various occupations |
| : adolescents as under-served population |  | of people and explain various factors |
| group with special needs. (Chapter 6) |  |
|  | of population change; |
| Note : Data of pg 53, 54 is to be updated |  |
| • | To explain various dimension of na- |
| by the teacher in the Text Book NCERT, |  | tional policy and understand the |
| Class IX Geography. |  |  |  |
|  |  |  | needs of adolescents as under served |
|  |  |  |  |  |  |
|  |  |  |  |  |  | group. |

Project/Activity: Learners may identify songs, dances, festivals and special food preparations associated with certain seasons in their particular region, and whether they have some commonality with other regions of India.

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Collection of material by learners on the flora and fauna of the region in which their school is situated. It should include a list of endangered species of the region and also information regarding efforts being made to save them.

Posters:

River pollution

Depletion of forests and ecological imbalance.

**Unit 3: Democratic Politics – I**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  | 50 Periods |
|  |  |  |  |
| Themes |  |  | Objectives |
| **2. What is Democracy? Why Democracy?:** | • | Develop conceptual skills of defining |
| What are the different ways of defining |  | democracy |
|  |  |
| democracy? Why has democracy become | • | Understand how different historical |
| the most prevalent form of government |  | processes and forces have promoted |
| in our times? What are the alternatives |  | democracy. |
| to democracy? | Is | democracy superior | • | Developing a sophisticated defence |
| to its available | alternatives? Must every |  | of democracy against common prej- |
| democracy have the same institutions and |  |
|  | udices |
| values? (Chapter 2) |  |  |
|  | • | Develop a historical sense of the |
|  |  |  |
|  |  |  |  | choice and nature of democracy in |
|  |  |  |  | India. |
| **3. Constitutional Design:** | • | Introduction to the process of Consti- |
| How and why did India become a |  | tution making |
| democracy? |  |  | • | Develop respect for the Constitution |
| How was the Indian constitution framed? |  | and appreciation for Constitutional |
| What are the salient features of the |  | values |
| Constitution? How is democracy being | • | Recognise that constitution is a living |
| constantly designed | and redesigned in |  | document that undergoes changes. |
| India? (Chapter 3) |  |  |
|  |  |  |
| **4. Electoral Politics:** |  | • | Introduce the idea of representative |
| Why and how do we elect representatives? |  | democracy via competitive party |
|  | politics |
| Why do we have a system of competition |  |
| • | Familiarise with our electoral system |
| among political parties? How has the |
| citizens’ participation in electoral politics |  | and reasons for choosing this |
| changed? What are the ways to ensure | • | Develop an appreciation of citizen’s |
| free and fair elections? (Chapter 4) |  | increased participation in electoral |
|  |  |  |  | politics |
|  |  |  | • | Recognise the significane of the Elec- |
|  |  |  |  | tion Commission |

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|  |  |  |
| --- | --- | --- |
| **5. Working of Institutions:** | • | Provide an overview of central gov- |
| How is the country governed? What does |  | ernmental structures |
|  |  |
| Parliament do in our democracy? What is | • | Sensitise to the key role of the Par- |
| the role of the President of India, the Prime |  | liament and its procedures |
| Minister and the Council of Ministers? How |  |  |
| do these relate to one another? (Chapter |  |  |
| 5) |  |  |
| **6. Democratic Rights :** | • Distinguish between nominal and real |
| Why do we need rights in a constitution? |  | executive authorities and functions |
| • Understand the parliamentary system |
| What are the Fundamental Rights |
| enjoyed by the citizen under the Indian |  | of executive’s accountability to the |
| constitution? How does the judiciary |  | legislature |
| protect the Fundamental Rights of the |  |  |
| citizen? How is the independence of the |  |  |
| judiciary ensured? (Chapter 6) |  |  |
|  |  |  |

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**Unit 4: Economics**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | 50 Periods |
|  |  |  |  |  |  |
| Themes |  |  |  |  | Objectives |
| **1. The Story of Village Palampur:** | • | Familiarising the children with some |
| Economic | transactions | of | Palampore |  | basic economic concepts through an |
| and its interaction with the rest of the |  | imaginary story of a village. |
| world through which the concept of |  |  |
| production (including three factors of |  |  |
| production (land, labour and capital) can |  |  |
| be introduced. (Chapter 1) |  |  |  |
| **2. People as Resource:** Introduction of | • | Familiarisation of a few population |
| how people become resource / asset; |  | related concepts and sensitization of |
| economic activities done by men and |  | child that people as asset can partic- |
| women; unpaid work done by women; |  | ipate and contribute in nation build- |
| quality of human resource; role of health |  | ing. |
| and education; unemployment as a form |  |  |
| of non utilisation of human resource; |  |  |
| sociopolitical implication in simple form. |  |  |
| (Chapter 2) |  |  |  |  |  |  |
| **3. Poverty as a Challenge:** Who is poor | • | Understanding of poverty as a chal- |
| (through two case studies: one rural, one |  | lenge and sensitization of the |
| urban); indicators; absolute poverty (not |  | learner |
| as a concept but through a few simple | • | Appreciation of the government ini- |
| examples)-why people are poor ; unequal |  | tiative to alleviate poverty; |
| distribution | of | resources; | comparison |  |
|  |  |
| between countries; steps taken by |  |  |
| government for poverty alleviation. |  |  |
| (Chapter 3) |  |  |  |  |  |  |
| **4. Food Security in India:** Source of | • | Exposing the child to an economic is- |
| Foodgrains, variety across the nation, |  | sue which is basic necessities of life; |
| famines in the past, the need for self | • | Appreciate and critically look at the |
| sufficiency, | role | of government in food |  | role of government in ensuring food |
| security, procurement | of | foodgrains, |  |
|  | supply. |
| overflowing of granaries and people |  |
|  |  |
| without food, public distribution system, |  |  |
| role of cooperatives in food security |  |  |
| (foodgrains, milk and vegetables ration |  |  |
| shops, cooperative shops, two-three |  |  |
| examples as case studies) (Chapter 4) |  |  |

**Note :** Current status of PDS mentioned inNCERT class IX Economics to be deleted. (pg no. 49-51)

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**Suggested Activities / Instructions:**

**Theme I:** Give more examples of activities done by different workers and farmers.Numerical problems can also be included.

Some of the ways through which description of villages are available in the writings of

Prem Chand, MN Srinivas and RK Narayan. They may have to be referred.

**Theme II:** Discuss the impact of unemployment.

Debate on whether all the activities done by women should be included or not. Is it necessary to reduce population growth or family size? Discuss.

**Theme IV:** Visit a few farms in a village and collect the details of foodgrains cultivated.Visit a nearby ration shop and collect the details of goods available.

Visit a regulated market yard and observe how goods are transacted and get the details of the places where the goods come and go.

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**Class - IX**

**Project Work:** **05 Periods (5 Marks)**

Every student has to compulsorily undertake one project on Disaster Management (Pertaining to class IXth curriculum of Disaster Management only). The project have been carefully designed so as to –

1. Create awareness in learners
2. Enable them to understand and co-relate all aspects of Disaster Management.
3. Relate theory with practice
4. Relation of different aspects with life
5. Provide hands on experience.

In order to realize the expected objectives completely, it would be required of the

Principals / teachers to muster support from various local authorities and organizations like the Disaster Management Authorities, Relief, Rehabilitation and the Disaster

Management Departments of the States, Office of the District Magistrate/ Deputy

Commissioners, Fire Service, Police, Civil Defense etc. in the area where the schools are located. The teachers must ensure judicious selection by students of projects.

The distribution of marks over different aspects relating to Project Work is as follows:

|  |  |  |
| --- | --- | --- |
| **S.NO.** | **ASPECTS** | **MARKS** |
| 1. | Content accuracy and originality | 1 |
| 2. | Presentation and creativity | 1 |
| 3. | Process of Project Completion : Initiative, cooperativeness, | 1 |
|  | participation and punctuality |  |
| 4. | Viva or written test for content assimilation | 2 |

The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc. All documents pertaining to assessment under this activity should be meticulously maintained by the concerned schools. A Summary Report should be prepared highlighting:

o Objectives realized through individual or group interactions; o Calendar of activities;

o Innovative ideas generated in this process ; o 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 should be handwritten by the students themselves and comprise of not more than 15 foolscap pages. The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

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**PRESCRIBED BOOKS:**

1. India and the Contemporary World - I History - Published by NCERT
2. Contemporary India - I Geography - Published by NCERT
3. Democratic Politics - I Published by NCERT
4. Economics - Published by NCERT
5. Together, Towards a Safer India - Part II, a textbook on Disaster Management for Class IX - Published by CBSE

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|  |  |  | **QUESTION PAPER DESIGN – SOCIAL SCIENCE** |  |
|  |  |  |  |  | **CLASS -IX** | **SESSION 2017-18** |  |  |
|  |  |  |  |  |  |  |  |  |  |
| S. | Typology of Questions |  |  |  | Very | Short | Long | Total | % |
| No. |  |  |  |  |  |  |  | Short | Answer | Answer | Marks | Weightage |
|  |  |  |  |  |  |  |  |  | Answer | (SA) | (LA) |  |  |
|  |  |  |  |  |  |  |  |  | (VSA) | 3 Marks | 5 Marks |  |  |
|  |  |  |  |  |  |  |  |  | 1 Mark |  |  |  |  |
| 1 |  | Remembering | (Knowledge | based | -- | 2 | 2 | 16 | 20% |
|  |  | simple recall questions, to now |  |  |  |  |  |
|  |  | specific facts, | terms, | concepts, |  |  |  |  |  |
|  |  | principles, or | theories, | Identify, |  |  |  |  |  |
|  |  | define or recite, information) |  |  |  |  |  |  |
| 2 |  | Understanding | (Comprehension | - | 3 | 1 | 2 | 16 | 20% |
|  |  | to be familiar with meaning and |  |  |  |  |  |
|  |  | to understand conceptually, inter- |  |  |  |  |  |
|  |  | pret, compare, contrast, explain, |  |  |  |  |  |
|  |  | paraphrase, or interpret informa- |  |  |  |  |  |
|  |  | tion) |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  | Application (Use abstract informa- | 2 | 3 | 2 | 21 | 26% |
|  |  | tion in concrete situation, to apply |  |  |  |  |  |
|  |  | knowledge to new situations, use |  |  |  |  |  |
|  |  | given content to interpret a situa- |  |  |  |  |  |
|  |  | tion, provide an example, or solve |  |  |  |  |  |
|  |  | a problem) |  |  |  |  |  |  |  |  |  |  |
| 4 |  | High Order Thinking Skills (Analy- | 2 | 3 | 1 | 16 | 20% |
|  |  | sis & Synthesis - Classify, compare, |  |  |  |  |  |
|  |  | contrast, or differentiate between |  |  |  |  |  |
|  |  | different | pieces | of information, |  |  |  |  |  |
|  |  | Organize and/or integrate unique |  |  |  |  |  |
|  |  | pieces of information from a vari- |  |  |  |  |  |
|  |  | ety of sources) |  |  |  |  |  |  |  |  |  |  |
| 5 |  | Creating, Evaluation and Multi- | -- | 2 | -- | 6 | 08% |
|  |  | Creating Evaluation and Multi-Dis- |  |  |  |  |  |
|  |  | ciplinary | (Generating new | ideas, |  |  |  |  |  |
|  |  | product or ways of viewing things |  |  |  |  |  |
|  |  | Appraise, | judge, | and/or | justify |  |  |  |  |  |
|  |  | the value or worth of a decision or |  |  |  |  |  |
|  |  | outcome, or to predict outcomes |  |  |  |  |  |
|  |  | based on values) |  |  |  |  |  |  |  |  |  |
| 6 |  | Map |  |  |  |  |  |  | 2 | 1 | -- | 5 | 06% |
|  |  | Total |  |  |  |  |  |  | 1x9=9 | 3x12 = | 5x7 = | 80 | 100% |
|  |  |  |  |  |  |  |  |  |  | 36 | 35 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**CLASS-IX 2017-2018**

**LIST OF MAP ITEMS FOR SOCIAL SCIENCE**

**Subject - History**

**Chapter-1:** The French Revolution

Outline map of France (For locating and labelling/Identification)

1. Bordeaux
2. Nantes
3. Paris
4. Marseilles

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

Outline map of World (For locating and labelling/Identification)

1. Major countries of First World War (Central Powers and Allied Powers)

Central Powers - Germany, Austria-Hungary, Turkey (Ottoman Empire) Allied Powers - France, England, (Russia), America

**Chapter-3:** Nazism and the Rise of Hitler

Outline map of World (For locating and labelling/Identification)

1. Major countries of Second World War

Axis Powers – Germany, Italy, Japan

Allied Powers – UK, France, Former USSR, USA

1. Territories under German expansion (Nazi power)

Austria, Poland, Czechoslovakia(only Slovakia shown in the map), Denmark, Lithuania, France, Belgium

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**SUBJECT-GEOGRAPHY**

**CH-1 : INDIA-SIZE AND LOCATION**

1-India-States with Capitals, Tropic of Cancer, Standard Meridian, Southern most, northern most, eastern most and western most point of India (Location and Labelling)

**CH-2 : PHYSICAL FEATURES OF INDIA**

Mountain Ranges: The Karakoram, The Zasker,The Shivalik, The Aravali, The Vindhya, The Satpura, Western & Eastern Ghats

Mountain Peaks – K2, Kanchan Junga, Anai Mudi,

Plateau -Deccan Plateau, Chotta Nagpur Plateau, Malwa plateau

Coastal Plains- Konkan, Malabar, Coromandal & Northern Circar (Location and Labelling)

**CH-3 : DRAINAGE**

Rivers : ( Identification only )

1. The Himalayan River Systems-The Indus, The Ganges, and The Satluj
2. The Peninsular rivers-The Narmada, The Tapi, The Kaveri, The Krishna, The

Godavari,The Mahanadi

Lakes: Wular, Pulicat, Sambhar, Chilika, Vembanad, Kolleru

**CH-4 : CLIMATE**

1. Cities to locate : Tiruvananthpuram, Chennai, Jodhpur, Bangalore, Mumbai, Kolkata, Leh, Shillong, Delhi, Nagpur. (Location and Labelling)
2. Areas receiving rainfall less than 20 cm and over 400 cm (Identification only)

**CH-5 : NATURAL VEGETATION AND WILD LIFE**

|  |  |  |
| --- | --- | --- |
| Vegetation Type | : | Tropical Evergreen Forest, Tropical Deciduous |
|  |  | Forest, Thorn Forest, Montane Forests and Mangrove- |
|  |  | For identification only |
| National Parks | : | Corbett, Kaziranga, Ranthambor, Shivpuri, Kanha, |
|  |  | Simlipal & Manas |
| Bird Sanctuaries | : | Bharatpur and Ranganthitto |
| Wild life Sanctuaries | : | Sariska, Mudumalai, Rajaji, Dachigam (Location and |
|  |  | Labelling) |

**CH-6 : POPULATION (location and labelling)**

The state having highest and lowest density of population

The state having highest and lowest sex ratio

Largest and smallest state according to area