

**SOCIAL SCIENCE**  
**CLASS IX-X (2020-21)**  
**(CODE NO. 087)**

**Rationale**

Social Science is a compulsory subject up to secondary stage of school education. It is an integral component of general education because it helps the learners to understand 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 History, Geography, 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 to:

- develop an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved
- 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
- 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
- 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
- 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
- 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

- facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity
- develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation
- promote an understanding of the issues and challenges of contemporary India-environmental, economic and social, as part of the development process
- 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
- develop scientific temperament 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
- 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
- develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

### COURSE STRUCTURE CLASS IX (2020-21)

#### Theory Paper

Time: 3 Hrs.		Max. Marks: 80	
No.	Units	No. of Periods	Marks
I	India and the Contemporary World – I	60	20
II	Contemporary India – I	55	20
III	Democratic Politics - I	50	20
IV	Economics	50	20
<b>Total</b>		<b>215</b>	<b>80</b>

### COURSE CONTENT

Unit 1: India and the Contemporary World – I		60 Periods
Themes	Learning Objectives	
<b>Section 1: Events and Processes: (All the three themes are compulsory)</b>	In each of the themes in this unit students would get familiarized with distinct ideologies, extracts of speeches, political declarations, as well as the politics of caricatures, posters and engravings. Students	

<p><b>I. The French Revolution</b></p> <ul style="list-style-type: none"> <li>• French Society During the Late Eighteenth Century</li> <li>• The Outbreak of the Revolution</li> <li>• France Abolishes Monarchy and Becomes a Republic</li> <li>• Did Women have a Revolution?</li> <li>• The Abolition of Slavery</li> <li>• The Revolution and Everyday Life</li> </ul> <p><b>II. Socialism in Europe and the Russian Revolution</b></p> <ul style="list-style-type: none"> <li>• The Age of Social Change</li> <li>• The Russian Revolution</li> <li>• The February Revolution in Petrograd</li> <li>• What Changed after October?</li> <li>• The Global Influence of the Russian Revolution and the USSR</li> </ul> <p><b>III. Nazism and the Rise of Hitler</b></p> <ul style="list-style-type: none"> <li>• Birth of the Weimar Republic</li> <li>• Hitler’s Rise to Power</li> <li>• The Nazi Worldview</li> <li>• Youth in Nazi Germany</li> <li>• Ordinary People and the Crimes Against Humanity</li> </ul> <p><b>Section 2: Livelihoods, Economies and Societies</b>  <b>Any one theme of the following</b></p> <p><b>IV. Forest Society and Colonialism</b></p> <ul style="list-style-type: none"> <li>• Why Deforestation?</li> <li>• The Rise of Commercial Forestry</li> <li>• Rebellion in the Forest</li> <li>• Forest Transformations in Java</li> </ul>	<p>would learn how to interpret these kinds of historical evidences.</p> <ul style="list-style-type: none"> <li>• Familiarize with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it.</li> <li>• Know the use of written, oral and visual material to recover the history of revolutions.</li> </ul> <ul style="list-style-type: none"> <li>• Explore the history of socialism through the study of Russian Revolution.</li> <li>• Familiarize with the different types of ideas that inspired the revolution.</li> </ul> <ul style="list-style-type: none"> <li>• Discuss the critical significance of Nazism in shaping the politics of modern world.</li> <li>• Get familiarized with the speeches and writings of Nazi Leaders.</li> </ul> <ul style="list-style-type: none"> <li>• Discuss the social and cultural world of forest communities through the study of specific revolts.</li> <li>• Understand how oral traditions can be used to explore tribal revolts.</li> </ul>
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<p><b>V. Pastoralists in the Modern World</b></p> <ul style="list-style-type: none"> <li>• Pastoral Nomads and their Movements</li> <li>• Colonial Rule and Pastoral Life</li> <li>• Pastoralism in Africa</li> </ul>	<ul style="list-style-type: none"> <li>• Highlight varying patterns of developments within pastoral societies in different places.</li> <li>• Analyse the impact of colonialism on forest societies, and the implication of scientific forestry.</li> <li>• Show the different processes through which agrarian transformation may occur in the modern world.</li> <li>• Analyse the impact of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets on pastoralism in the modern world.</li> </ul>
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<b>Unit 2: Contemporary India – I</b>	<b>55 Periods</b>
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Themes	Learning Objectives
<p><b>1. India</b></p> <ul style="list-style-type: none"> <li>• Size and Location</li> <li>• India and the World</li> <li>• India’s Neighbours</li> </ul> <p><b>2. Physical Features of India</b></p> <ul style="list-style-type: none"> <li>• Major Physiographic Divisions</li> </ul> <p><b>3. Drainage</b></p> <ul style="list-style-type: none"> <li>• Major rivers and tributaries</li> <li>• Lakes</li> <li>• Role of rivers in the economy</li> <li>• Pollution of rivers</li> </ul> <p><b>4. Climate</b></p> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Climatic Controls</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the location of India in the Indian subcontinent.</li> <li>• Understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types.</li> <li>• Identify the river systems of the country and explain the role of rivers in the human society.</li> <li>• Identify various factors influencing the climate and explain the climatic variation of our country</li> </ul>

<ul style="list-style-type: none"> <li>• Factors influencing India's climate</li> <li>• The Indian Monsoon</li> <li>• Distribution of Rainfall</li> <li>• Monsoon as a unifying bond</li> </ul> <p><b>5. Natural Vegetation and Wild Life</b></p> <ul style="list-style-type: none"> <li>• Factors affecting Vegetation</li> <li>• Vegetation types</li> <li>• Wild Life</li> <li>• Conservation</li> </ul> <p><b>6. Population</b></p> <ul style="list-style-type: none"> <li>• Size</li> <li>• Distribution</li> <li>• Population Growth and Process of Population Change</li> </ul>	<p>and its impact on the life of people.</p> <ul style="list-style-type: none"> <li>• Explain the importance and unifying role of monsoons.</li> <li>• Explain the nature of diverse flora and fauna as well as their distribution.</li> <li>• Develop concern about the need to protect the biodiversity of our country.</li> <li>• Analyse the uneven nature of population distribution and show concern about the large size of our population.</li> <li>• Identify the different occupations of people and explain various factors of population change.</li> <li>• Explain various dimensions of National Population Policy and understand the needs of adolescents as underserved group.</li> </ul>
<b>Unit 3: Democratic Politics – I</b> <span style="float: right;"><b>50 Periods</b></span>	
<b>Themes</b>	<b>Learning Objectives</b>
<p><b>1. What is Democracy? Why Democracy?</b></p> <ul style="list-style-type: none"> <li>• What is Democracy?</li> <li>• Features of Democracy</li> <li>• Why Democracy?</li> <li>• Broader Meaning of Democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Develop conceptual skills of defining democracy.</li> <li>• Understand how different historical processes and forces have promoted democracy.</li> <li>• Develop a sophisticated defense of democracy against common prejudices.</li> <li>• Develop a historical sense of the choice and nature of democracy in India.</li> </ul>

<p><b>2. Constitutional Design</b></p> <ul style="list-style-type: none"> <li>• Democratic Constitution in South Africa</li> <li>• Why do we need a Constitution?</li> <li>• Making of the Indian Constitution</li> <li>• Guiding Values of the Indian Constitution</li> </ul> <p><b>3. Electoral Politics</b></p> <ul style="list-style-type: none"> <li>• Why Elections?</li> <li>• What is our System of Elections?</li> <li>• What makes elections in India democratic?</li> </ul> <p><b>4. Working of Institutions</b></p> <ul style="list-style-type: none"> <li>• How is the major policy decision taken?</li> <li>• Parliament</li> <li>• Political Executive</li> <li>• Judiciary</li> </ul> <p><b>5. Democratic Rights</b></p> <ul style="list-style-type: none"> <li>• Life without rights</li> <li>• Rights in a Democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the process of Constitution making.</li> <li>• Develop respect for the Constitution and appreciation for Constitutional values.</li> <li>• Recognize Constitution as a dynamic and living document.</li> </ul> <ul style="list-style-type: none"> <li>• Understand representative democracy via competitive party politics.</li> <li>• Familiarize with Indian electoral system.</li> <li>• Reason out for the adoption of present Indian Electoral System.</li> <li>• Develop an appreciation of citizen's increased participation in electoral politics.</li> <li>• Recognize the significance of the Election Commission.</li> </ul> <ul style="list-style-type: none"> <li>• Get an overview of central governmental structures.</li> <li>• Identify the role of Parliament and its procedures.</li> <li>• Distinguish between political and permanent executive authorities and functions.</li> <li>• Understand the parliamentary system of executive's accountability to the legislature.</li> <li>• Understand the working of Indian Judiciary.</li> </ul> <ul style="list-style-type: none"> <li>• Recognize the need for rights in one's life.</li> </ul>
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<ul style="list-style-type: none"> <li>• Rights in the Indian Constitution</li> <li>• Expanding the scope of rights</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the availability /access of rights in a democratic system/government.</li> <li>• Identify and be able to comprehend the Fundamental Rights given by the Indian Constitution to its citizens.</li> <li>• Create awareness regarding the process of safeguarding rights.</li> </ul>
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<b>Unit 4: Economics</b>	<b>50 Periods</b>
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<b>Themes</b>	<b>Objectives</b>
<p><b>1. The Story of Village Palampur</b></p> <ul style="list-style-type: none"> <li>• Overview</li> <li>• Organization of production</li> <li>• Farming in Palampur</li> <li>• Non-farm activities of Palampur</li> </ul> <p><b>2. People as Resource</b></p> <ul style="list-style-type: none"> <li>• Overview</li> <li>• Economic activities by men and women</li> <li>• Quality of Population</li> <li>• Unemployment</li> </ul> <p><b>3. Poverty as a Challenge</b></p> <ul style="list-style-type: none"> <li>• Two typical cases of poverty</li> <li>• Poverty as seen by Social Scientists</li> <li>• Poverty Estimates</li> <li>• Vulnerable Groups</li> <li>• Interstate disparities</li> <li>• Global Poverty Scenario</li> <li>• Causes of Poverty</li> <li>• Anti-poverty measures</li> <li>• The Challenges Ahead</li> </ul> <p><b>4. Food Security in India</b></p> <ul style="list-style-type: none"> <li>• Overview</li> <li>• What is Food Security?</li> <li>• Why Food Security?</li> <li>• Who are food insecure?</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize with basic economic concepts through an imaginary story of a village.</li> <li>• Understand the demographic concepts.</li> <li>• Understand how population can be an asset or a liability for a nation.</li> <li>• Understand poverty as a challenge.</li> <li>• Identify vulnerable group and interstate disparities</li> <li>• Appreciate the initiatives of the government to alleviate poverty.</li> <li>• Understand the concept of food security.</li> </ul>

<ul style="list-style-type: none"> <li>• Food Security in India</li> <li>• What is Buffer Stock?</li> <li>• What is the Public Distribution System?</li> <li>• Current Status of Public Distribution System</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate and analyse the role of government in ensuring food supply.</li> </ul>
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**PROJECT WORK  
CLASS IX (2020-21)**

<b>05 Periods</b>	<b>05 Marks</b>	
<p>1. Every student has to compulsorily undertake <b>one project on Disaster Management.</b></p>		
<p>2. <b>Objectives:</b> The main objectives of giving project work on Disaster Management to the students are to:</p> <ol style="list-style-type: none"> <li>create awareness in them about different disasters, their consequences and management</li> <li>prepare them in advance to face such situations</li> <li>ensure their participation in disaster mitigation plans</li> <li>enable them to create awareness and preparedness among the community.</li> </ol>		
<p>3. The project work should also help in enhancing the Life Skills of the students.</p>		
<p>4. If possible, <b>different forms of art</b> may be integrated in the project work.</p>		
<p>5. 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.</p>		
<p>6. The <b>distribution of marks</b> over different aspects relating to Project Work is as follows:</p>		
<b>S. No.</b>	<b>Aspects</b>	<b>Marks</b>
a	Content accuracy, originality and analysis	<b>2</b>
b	Presentation and creativity	<b>2</b>
c	Viva Voce	<b>1</b>



7. The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.
8. All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
9. A Summary Report should be prepared highlighting:
  - a. objectives realized through individual work and group interactions;
  - b. calendar of activities;
  - c. innovative ideas generated in the process ;
  - d. list of questions asked in viva voce.
10. 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.
11. The Project Report should be handwritten by the students themselves.
12. The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

#### **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
6. Learning outcomes at Secondary stage Published by NCERT

***Note: Please procure latest reprinted edition (2020) of prescribed NCERT textbooks.***

**SOCIAL SCIENCE (CODE NO. 087)**  
**QUESTION PAPER DESIGN**  
**CLASS IX (2020-21)**

<b>Time: 3 Hours</b>		<b>Maximum Marks: 80</b>	
<b>Sr. No.</b>	<b>Competencies</b>	<b>Total Marks</b>	<b>% Weightage</b>
1	<b>Remembering and Understanding:</b> Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas	28	35%
2	<b>Applying:</b> Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	14	17.5%
3	<b>Formulating, Analysing, Evaluating and Creating:</b> Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	32	40%
4	<b>Map Skill</b>	6	7.5%
		<b>80</b>	<b>100%</b>

**Note: Teachers may refer 'Learning Outcomes' published by NCERT for developing lesson plans, assessment framework and questions.**

\* 02 Items from History Map List and 04 from Geography Map List

**Internal Assessment: 20 Marks**

## INTERNAL ASSESSMENT

	Marks	Description				
Periodic Assessment	10 Marks	<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;">Pen Paper Test</td> <td style="text-align: center;"><b>5 marks</b></td> </tr> <tr> <td>Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.</td> <td style="text-align: center;"><b>5 marks</b></td> </tr> </table>	Pen Paper Test	<b>5 marks</b>	Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	<b>5 marks</b>
Pen Paper Test	<b>5 marks</b>					
Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	<b>5 marks</b>					
Portfolio	5 Marks	<ul style="list-style-type: none"> <li>• Classwork and Assignments</li> <li>• Any exemplary work done by the student</li> <li>• Reflections, Narrations, Journals, etc.</li> <li>• Achievements of the student in the subject throughout the year</li> <li>• Participation of the student in different activities like Heritage India Quiz</li> </ul>				
Subject Enrichment Activity	5 Marks	<ul style="list-style-type: none"> <li>• Project Work</li> </ul>				

## LIST OF MAP ITEMS CLASS IX (2020-21)

### SUBJECT - HISTORY

#### Chapter-1: The French Revolution

Outline Political Map of France (For locating and labeling / Identification)

- Bordeaux
- Nantes
- Paris
- Marseilles

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

Outline Political Map of World (For locating and labeling / Identification)

- Major countries of First World War  
(Central Powers and Allied Powers)  
**Central Powers** - Germany, Austria-Hungary, Turkey (Ottoman Empire)  
**Allied Powers** - France, England, Russia, U.S.A.

### Chapter-3: Nazism and Rise of Hitler

Outline Political Map of World (For locating and labeling / Identification)

- Major countries of Second World War  
**Axis Powers** – Germany, Italy, Japan  
**Allied Powers** – UK, France, Former USSR, USA
- Territories under German expansion (Nazi Power)  
Austria, Poland, Czechoslovakia (only Slovakia shown in the map), Denmark, Lithuania, France, Belgium

## SUBJECT – GEOGRAPHY (Outline Political Map of India)

### Chapter -1: India-Size and Location

- India-States with Capitals, Tropic of Cancer, Standard Meridian (Location and Labelling)

### Chapter -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)

### Chapter -3: Drainage

- Rivers: (Identification only)
  - *The Himalayan River Systems*-The Indus, The Ganges, and The Satluj
  - *The Peninsular rivers*-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi
- Lakes: Wular, Pulicat, Sambhar, Chilika

### Chapter - 4: Climate

- Areas receiving rainfall less than 20 cm and over 400 cm (Identification only)

## **Chapter - 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)

## **Chapter - 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