



समृद्धि कुटुम्बकम्  
ONE EARTH • ONE FAMILY • ONE FUTURE

# **CBSE SOCIAL SCIENCE SYLLABUS 2024-25 (Code No. 087) CLASS - IX**

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## 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 up to 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 the Knowledge, Capacities, and Values and Dispositions that underpin this 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 the environment in the quest to continuously improve as a society. In the study of this subject, students learn methods of observing and interpreting the human world, which helps them lead their own lives and also contribute as members of a society.

Social Science 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.

Social Science plays an important role in developing in an individual student a comprehensive sense of the human world and its functioning. In an increasingly globalizing and interdependent world, this understanding is critical to help students see how things around them are changing, what are the causes of these changes, and how the change impacts human societies.

It also helps them realize 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 in contributing to the nation as a responsible citizen of society.

## **AIMS & OBJECTIVE**

The aims of Social Science in school education can be summarised as follows: as per NCF-2023

**a. Develop the 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. 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 DNEP 2019 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.

**CLASS IX  
COURSE STRUCTURE**

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

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

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



**CLASS IX  
COURSE CONTENT**

<b>HISTORY: India and the Contemporary World - I</b>				
<b>Content</b>	<b>Curricular goals</b>	<b>Competency</b>	<b>Learning outcome</b>	<b>Suggestive Pedagogical process</b>
<p>Section I: Events and Processes</p> <p>Chapter-1 The French Revolution</p>	<p>CG-2 Analyses the important phases in world history and draws insight to understand the present-day world</p>	<p>C-2.1 Explains historical events and processes with different types of sources with specific examples from India and world history.</p> <p>C-2.4 Explains the growth of new ideas and practices across the world and how they affected the course of world history.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Will be able to Illustrate that, the quest for imperialism triggered the First World War.</li> <li><input type="checkbox"/> Will Examine various sources to address imbalances that may lead to revolutions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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).</li> <li><input type="checkbox"/> Use Graphic Organisers (concept map/story map etc) to examine the situations.</li> <li><input type="checkbox"/> Suggest solutions to address such imbalances and discriminations that lead to revolutions.</li> <li><input type="checkbox"/> Appraise the impact of the French revolution on the world with a group presentation.</li> </ul>

		C-2.5 Recognises the various practices that arose, such as those in C-2.4, and came to be condemned later on (such as racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and		
		have left unhealed wounds.		
Chapter 2- Socialism in Europe and the Russian Revolution	CG-2 Analyses important phases of world history and draws insight to understand the present-day world	<p>C-2.1 Explains historical events and processes with different types of sources with specific examples from India and world history.</p> <p>C-2.4 Explains the growth of new ideas in Europe and Asia and how it affected the course of human history</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To compare the situations that led to the rise of Russian and French Revolutions.</li> <li><input type="checkbox"/> Examine the situations that led to the establishment of Lenin's communism and Stalin's collectivization.</li> <li><input type="checkbox"/> Analyse the role played by the varied philosophers and leaders that</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Flipped learning through making of concept maps/role plays etc reflecting the situations which led to both revolutions.</li> <li><input type="checkbox"/> Flow chart reflecting how Lenin's communism /Stalin's collectivization wa established.</li> <li><input type="checkbox"/> Socratic method to discuss the role played by the varied philosophers and leaders that shaped the revolution</li> </ul>

			shaped the revolution.	
Chapter 3-Nazism and the Rise of Hitler.	CG-2 Analyses important phases of world history and draws insight to understand the present-day world	C-2.1 Explains historical events and processes with different types of sources with specific examples from India and world history. C-2.4 Explains the growth of new ideas in Europe and Asia and how it affected the course of human history.	<input type="checkbox"/> Analyse the role of “Treaty of Versailles” in the rise of Hitler to power. <input type="checkbox"/> Analyse the genocidal war waged against the “undesirables” by Hitler. <input type="checkbox"/> Compare and contrast the characteristics of Hitler and Gandhi	<input type="checkbox"/> Audio-visual aids like a film or animations can be shown followed by a discussion on the reasons for the rise and fall of Hitler. <input type="checkbox"/> Jig saw strategy to critique the genocidal war waged against the “undesirable” by the Nazis.

		C-2.5 Recognises the various practices that arose, such as those in C-2.4, and came to be condemned later on (such as racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and have left unhealed wounds.		<input type="checkbox"/> Role play/Dramatize the Characters-Hitler and Gandhi. Cartoon interpretations on these leaders.
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Section II: Livelihoods, Economies and Societies Chapter 4 Forest Society and Colonialism	<b>Inter Disciplinary Project</b> with Chapter 5 of Geography “Natural Vegetation and Wildlife”	Refer Annexure II	Refer Annexure II	Refer Annexure II
Chapter 5 Pastoralists in the Modern World	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity, and biodiversity of the region	C-4.3 Draws inter-linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation, and wildlife. C-4.4 Analyses and evaluates the inter-relationship between	<input type="checkbox"/> Examine the situations that have created nomadic societies highlighting the key factor played by the climatic conditions and topography. <input type="checkbox"/> Analyse varying patterns of developments within pastoral societies in	<input type="checkbox"/> Locate the various pastoral communities on an outline map of India and explain cyclical movements of these according to climatic conditions. <input type="checkbox"/> Audio Visual aids like documentaries on the various pastoral

		<p>the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos that resulted in practices of nature conservation.</p> <p>C-4.5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them</p>	<p>different places in India.</p> <ul style="list-style-type: none"> <li>□ Comprehend the impact of colonialism on Pastoralists in India and Africa.</li> </ul>	<p>communities can be shown.</p> <ul style="list-style-type: none"> <li>□ Presentations comparing the lives of pastoralists and the colonial impact on pastoralists in India and Africa.</li> <li>□ T charts and similar graphic organizers to compare the lives of pastoralists in pre- and post-colonial periods.</li> <li>□ Think-pair and share can be practised to discuss various methods of colonial policies of exploitation and their impact on pastoralists of Africa and India.</li> </ul>
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**Political Science: Democratic Politics - I**

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

	characteristics			
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	of a democratic government	and across the world – and compares this form of government with other forms of government	<ul style="list-style-type: none"> <li><input type="checkbox"/> Compare and Contrast working of democracies of India and North Korea and infer on their differences and significance in each country.</li> <li><input type="checkbox"/> Analyse and infer on the different historical processes and forces that have contributed for the promotion of democracy</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 4 corners strategy to discuss “What &amp; why of democracy?”</li> <li><input type="checkbox"/> students create democratic governance model in the class.</li> <li><input type="checkbox"/> Cartoon interpretation to summarize the benefits of democracy</li> </ul>
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<p>2. Constitutional Design</p>	<p>CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government</p>	<p>C-5.1 Understands that the Indian Constitution draws from the great cultural heritage and common aspirations of the Indian nation, and recalls India's early experiments with democracy (assemblies in Mahajanapadas, kingdoms and empires at several levels of the society, guilds sanghas and ganas, village councils and committees, Uthiramerur inscriptions)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group discussion and describe the situation that led to creation of Indian Constitution</li> <li><input type="checkbox"/> Enumerate the essential features that need to be kept in mind while drafting any constitution. Examine the guiding values that created the Indian constitution</li> <li><input type="checkbox"/> Comprehend the roles and responsibilities as citizens of India.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group Discussion to comprehend the purpose of constitution.</li> <li><input type="checkbox"/> Poster making/ wall magazine for Comparing and contrasting between Preamble of South African constitution with the preamble of Indian constitution.</li> <li><input type="checkbox"/> Declamation strategy for discussing the roles and responsibilities of citizens.</li> </ul>
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<p>3. Electoral Politics</p>	<p>CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government</p>	<p>C-5.3 Explains that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties</p>	<ul style="list-style-type: none"> <li>□ Analyse the implications of power of vote and power of recall.</li> <li>□ Summarize the essential features of the Indian Electoral system.</li> <li>□ Examine the rationale for adopting the present Indian Electoral System.</li> </ul>	<ul style="list-style-type: none"> <li>□ Role play on performing fundamental duties.</li> <li>□ Perform school council elections for practical learning of the system.</li> <li>□ Design and present election manifesto.</li> <li>□ Create multiple parties and create symbols for elections.</li> <li>□ Use street play to create awareness about the right to vote and fundamental duties.</li> </ul>
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<p><b>4. Working of Institutions</b></p>	<p>CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government</p>	<p>C-5.5 Analyses the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as the media, civil society, socio-religious institutions, and community institutions</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Examine the roles, responsibilities, and interdependency of all the 3 organs of the Government.</li> <li><input type="checkbox"/> Appreciate the parliamentary system of executive's accountability to the legislature.</li> <li><input type="checkbox"/> Summarize and evaluate the rule of law in India.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Watch videos of Parliament and discuss the importance of question hour.</li> <li><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.</li> <li><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.</li> </ul>
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<p><b>5. Democratic Rights</b></p>	<p>CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government</p>	<p>C-5.2 Appreciates fundamental Constitutional values and identifies their significance for the prosperity of the Indian nation.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyse the role of the responsible citizens.</li> <li><input type="checkbox"/> Summarize the importance of fundamental rights and duties in the light of the nation's glory.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Debate the need to have rights in the light of study of Saudi Arabia.</li> <li><input type="checkbox"/> Case study to analyse the role of citizens when the rights are exercised or otherwise.</li> <li><input type="checkbox"/> Organize a moot court to discuss the violation of individual rights.</li> <li><input type="checkbox"/> Graphic organizer to summarize the coexistence of rights</li> </ul>
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			<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize the role of a responsible citizen while performing their prescribed duties versus claiming rights.</li> </ul>	vs duties.
<b>Geography: Contemporary India - I</b>				
Content	Curricular goals	Competency	Learning outcome	Suggestive Pedagogical process
1. India – Size and Location	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region.	C-4.1 Locates physiographic regions of India and the climatic zones of the world on a globe/map.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Examine how the location of an area impacts its climate and time with reference to longitude and latitude.</li> <li><input type="checkbox"/> Explore and analyses the trading and cultural relationships of India with its neighbouring countries.</li> <li><input type="checkbox"/> Evaluate the situation &amp; reasons that made</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> On map of India Locate physiographic regions of India and the climatic zones of the world on a globe/map.</li> <li><input type="checkbox"/> Use GeoGebra, Google earth to represent and justify the reasons for the differences in climatic conditions, local and standard time.</li> <li><input type="checkbox"/> Brainstorming strategy for inferring conditions</li> </ul>

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

			physiographic areas.	different modes such as
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			<input type="checkbox"/> Examine various environmental issues.	Journals, Collage and other references.
3.Drainage	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them	<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	<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

4. Climate	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.3 Draws inter-linkages between various components of the physical environment, such as climate and relief, climate and vegetation and wildlife	<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	<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
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			geographical locations of India	preventive action for various disasters
5. Natural Vegetation and Wildlife.	Inter disciplinary project	Inter disciplinary project with chapter no IV of History "Forest, Society and Colonialism	Refer annexure II	Refer annexure II

6. Population	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyse and infer the reasons behind the uneven distribution of population in India with specific reference to UP &amp; Rajasthan and Mizoram and Karnataka</li> <li><input type="checkbox"/> Enlist the factors that affect the population density</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use a Pie -diagram to depict the population distribution in India.</li> <li><input type="checkbox"/> Group discussion and presentation on reasons behind the uneven distribution of Population</li> </ul>
<b>ECONOMICS</b>				
<b>Content</b>	<b>Curricular goals</b>	<b>Competency</b>	<b>Learning outcome</b>	<b>Suggestive Pedagogical process</b>
Chapter 1: The Story of Village Palampur	CG-7 Develops an understanding of the economy of a nation-state, with specific reference to India.	C-7.1 Defines key features of the economy such as production, distribution, demand, supply, trade, and commerce, and factors that influence these aspects (including technology).	<ul style="list-style-type: none"> <li><input type="checkbox"/> Enlist the requirements of production and comprehend the interdependence of these requirements.</li> <li><input type="checkbox"/> Correlate farming and non-farming activities to economic growth.</li> <li><input type="checkbox"/> Comprehend how the significance of conditions of farming</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Visit to a nearby village or local markets and interview different classes of farmers to know about their lifestyles and thereafter present in the class.</li> <li><input type="checkbox"/> Concept map/Poster making/ gallery walk to enlist the factors of production and</li> </ul>

		C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India.	and the factors of production impact economic development. <input type="checkbox"/> Find solutions to foster an equitable society.	evaluate their interdependence. <input type="checkbox"/> Discussion/PPT presentation on how to eradicate poverty among farmers and trying to suggest innovative strategies to improve the farmers lifestyles.
Chapter -2 People as Resource	CG-7 Develops an understanding of the economy of a nation, with specific reference to India.	C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India.	<input type="checkbox"/> Evaluate the reasons that contribute to the quality of population. <input type="checkbox"/> Observe the different government schemes in some states and see its effect on the quality of people there by. <input type="checkbox"/> Propose innovative strategies to resolve unemployment problems.	<input type="checkbox"/> Classroom discussions/debates on various factors that affect the quality of population. For e.g. significance of Education/Health in Human Resource 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.
Chapter 3 Poverty as a challenge	CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature.	C-8.1 Gathers, comprehends, and analyses data related to poverty and unemployment in one's locality and at the national level. C-8.2 Understands and analyses the concepts and practice of the range of economic systems – from free market to entirely state controlled markets. C-8.4 Describes India's recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress	<ul style="list-style-type: none"> <li><input type="checkbox"/> Comprehend the reasons of poverty in the rural and urban areas.</li> <li><input type="checkbox"/> Evaluate the efficacy of government to eradicate poverty.</li> <li><input type="checkbox"/> Compare how poverty estimates have transformed from 1993-94 to 2011-12.</li> <li><input type="checkbox"/> Correlate the link between education and poverty.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PPT presentation using case study given in NCERT text on the reasons of rural and urban poverty.</li> <li><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.</li> <li><input type="checkbox"/> Debate on the topic- 'Can education remove poverty?'</li> </ul>



<p>Chapter 4 Food Security in India</p>	<p>CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature.</p>	<p>C-8.2 Understands and analyses the concepts and practice of the range of economic systems – from free market to entirely state controlled markets.</p> <p>C-8.4 Describes India's recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress.</p> <p>C-8.5 Appreciates the connections between economic development and the environment, and the broader indicators of societal wellbeing beyond GDP growth and income.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Comprehend various aspects of food security that will ensure continuity of supply to the masses.</li> <li><input type="checkbox"/> Enumerate the different features of PDS that directly address FSI.</li> <li><input type="checkbox"/> Analyse and infer the impact of Green Revolution.</li> <li><input type="checkbox"/> Analyse the causes and impact of famines/disasters in food security during pre and post independent India.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Case study and group discussion to connect the link between a well- structured food security system and continuity of supply to masses.</li> <li><input type="checkbox"/> Guest Speaker programmes where govt. officials can be called to talk on FSI and PDS (Public Distribution System)</li> <li><input type="checkbox"/> Panel Discussion /seminar on the impact of the green revolution and PDS.</li> <li><input type="checkbox"/> 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.</li> </ul>
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**CLASS IX  
LIST OF MAPS**

S. No.	Subject	Name of the Chapter	List of Areas to be located /labeled/identified on the map
I	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
II	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> <li>• Plateau – Deccan Plateau, Chota Nagpur Plateau, Malwa Plateau</li> <li>• Coastal Plains – Konkan, Malabar, Coromandel &amp; Northern Circar (Location and Labelling)</li> </ul>
		Drainage system	Rivers (Identification only) <ul style="list-style-type: none"> <li>• The Himalayan River Systems – The Indus, The Ganges and The Sutlej</li> <li>• The Peninsular Rivers – The Narmada, The Tapti, The Kaveri, The Krishna, The Godavari, The Mahanadi</li> <li>• Lakes – Wular, Pulicat, Sambhar, Chilika</li> </ul>
		Climate	<ul style="list-style-type: none"> <li>• Annual rainfall in India, Monsoon wind direction</li> </ul>

		Population	<ul style="list-style-type: none"><li>• Population density of all states</li><li>• The state having highest and lowest density of population</li></ul>
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**CLASS IX**  
**INTERNAL ASSESSMENT: 20 MARKS**

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

**CLASS IX  
PRSECRIBED TEXT BOOKS**

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

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

**CLASS  
COURSE STRUCTURE**

History (India and the Contemporary World-II)			Suggestive no. of periods = 60	20 inclusive map pointing
Section	Chapter No.	Chapter name	No. of periods	Marks allocated
I Events and processes	I	The Rise of Nationalism in Europe	17	18+2 map pointing
	II	Nationalism in India	17	
II Livelihoods, Economies and Societies	III	The making of a Global World <b>(To be evaluated in the Board Examination)</b> Subtopics: 1 to 1.3 Pre Modern World to Conquest, Disease and trade)	6	
		<b>Interdisciplinary project as part of multiple assessments</b> (internally assessed for 5 marks) Subtopics 2 to 4.4 -The nineteenth century (1815-1914) to end of Bretton Woods & the beginning of "Globalization"	4	
	IV	The Age of Industrialization <b>(To be assessed as part of Periodic Assessment only)</b>	6	
III Everyday Life, Culture and politics	V	Print Culture and the Modern world	10	
Geography (Contemporary India-II)			Suggestive no. of periods = 55	20 inclusive map pointing
Chapter No.	Chapter name		No. of periods	Marks allocated
1	Resources and Development		7	

2	Forest and Wildlife Resources		7	
3	Water resources		7	17+3 map pointing
4	Agriculture		10	
5	Minerals and energy Resources		10	
6	Manufacturing Industries		10	
7	Lifelines of National Economy Only map pointing to be evaluated in the Board Examination		2	
	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)		2	
<b>Political Science (Democratic Politics-II)</b>			<b>Suggestive no. of periods = 50</b>	<b>20</b>
<b>Unit No.</b>	<b>Chapter No.</b>	<b>Chapter name</b>	<b>No. of periods</b>	<b>Marks allocated</b>
I	1	Power-sharing	15	20
	2	Federalism		
II	3	Gender, Religion and Caste	12	
III	4	Political Parties	12	
IV	5	Outcomes of Democracy	11	
<b>Economics (Understanding Economic Development)</b>			<b>Suggestive no. of periods = 50</b>	<b>20</b>

Chapter No.	Chapter name	No. of periods	Marks allocated
1	Development	12	20
2	Sectors of the Indian Economy	12	
3	Money and Credit	12	
4	Globalization and the Indian Economy To be evaluated in the Board Examination <ul style="list-style-type: none"> <li>• What is Globalization?</li> <li>• Factors that have enabled Globalization</li> </ul>	8	
	Interdisciplinary project as part of multiple assessment (Internally assessed for 5 marks) <ul style="list-style-type: none"> <li>• Production across the countries</li> <li>• Chinese toys in India</li> <li>• World Trade Organization</li> <li>• The Struggle for a Fair Globalization</li> </ul>	6	
5	Consumer Rights (Project Work)		