
CLASS IX Social Science (Code No. 087)
COURSE STRUCTURE

Time: 3 Hrs. Max. Marks: 80

No.	Units	Marks	Period
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

Unit 1: India and the Contemporary World - I (60 Periods)

Three themes from the first sub-unit and one each from the second and third sub-units could be studied.

Sub-unit 1.1 : Events and processes:

In this unit the focus is on three events and processes that have in major ways shaped the identity of the modern world. Each represents a different form of politics, and a specific combination of forces. One event is linked to the growth of liberalism and democracy, one with socialism, and one with a negation of both democracy and socialism.

I. The French Revolution:

- (a) The Ancient Regime and its crises.
- (b) The social forces that led to the revolution.
- (c) The different revolutionary groups and ideas of the time.
- (d) The legacy. (Compulsory Chapter-1)

II. Socialism in Europe and the Russian Revolution:

- (a) The crises of Tzarism.

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- (b) The nature of social movements between 1905 and 1917.
 - (c) The First World War and foundation of Soviet state.
 - (d) The legacy. (Chapter 2)

III. Nazism and the Rise of Hitler:

- (a) The growth of social democracy
- (b) The crises in Germany.
- (b) The basis of Hitler's rise to power.
- (c) The ideology of Nazism.
- (d) The impact of Nazism. (Chapter 3)

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:

- (a) Histories of the emergence of different forms of farming and peasant societies.
- (b) 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)

Unit 2: Contermporary India – I (55 Periods)

1. India - Size and Location

2. Physical Features of India: relief, structure, major physiographic units.

3. Drainage: Major rivers and tributaries, lakes and seas, role of rivers in the economy, pollution of rivers, measures to control river pollution. (Chapter 3)

4. Climate: Factors influencing the climate; monsoon- its characteristics, rainfall and temperature distribution; seasons; climate and human life. (Chapter 4)

5. Natural Vegetation and Wild Life: Vegetation types, distribution as well as altitudinal variation, need for conservation and various measures. Major species, their distribution, need for conservation and various measures.

6. Population: Size, distribution, a-ge-sex composition, population change-migration as a determinant of population change, literacy, health, occupational structure and national population policy : adolescents as under-served population group with special needs. (Chapter 6)

Note : Data of pg 53, 54 is to be updated by the teacher in the Text Book NCERT, Class IX Geography

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.

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)

1. What is Democracy? Why Democracy?:

What are the different ways of defining democracy?

Why has democracy become the most prevalent form of government in our times?

What are the alternatives to democracy?

Is democracy superior to its available alternatives?

Must every democracy have the same institutions and values? (Chapter 2)

3. Constitutional Design:

How and why did India become a democracy?

How was the Indian constitution framed?

What are the salient features of the Constitution?

How is democracy being constantly designed and redesigned in India? (Chapter 3)

4. Electoral Politics:

Why and how do we elect representatives?

Why do we have a system of competition among political parties?

How has the citizens' participation in electoral politics changed?

What are the ways to ensure free and fair elections? (Chapter 4)

5. Working of Institutions:

How is the country governed?

What does Parliament do in our democracy?

What is the role of the President of India, the Prime Minister and the Council of Ministers?

How do these relate to one another? (Chapter 5)

6. Democratic Rights

Why do we need rights in a constitution?

What are the Fundamental Rights enjoyed by the citizen under the Indian constitution?

How does the judiciary protect the Fundamental Rights of the citizen?

How is the independence of the judiciary ensured? (Chapter 6)

Unit 4: Economics (50 Periods)

1. The Story of Village Palampur: Economic transactions of Palampore and its interaction with the rest of the 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 how people become resource / asset; economic activities done by men and women; unpaid work done by women; quality of human resource; role of health and education; unemployment as a form of non-utilisation of human resource; socio-political implication in simple form. (Chapter 2)

3. Poverty as a Challenge: Who is poor (through two case studies: one rural, one urban); indicators; absolute poverty (not as a concept but through a few simple examples) – why people are poor; unequal distribution of resources; comparison between countries; steps taken by government for poverty alleviation. (Chapter 3)

4. Food Security in India: Source of food grains, variety across the nation, famines in the past, the need for self-sufficiency, role of government in food security, procurement of food grains, overflowing of granaries and people without food, public distribution system, role of cooperatives in food security (food grains, milk and vegetables ration shops, cooperative shops, two-three examples as case studies) (Chapter 4)

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

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, MNSrinivas 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.

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 –

- a) Create awareness in learners
- b) Enable them to understand and co-relate all aspects of Disaster Management.
- c) Relate theory with practice
- d) Relation of different aspects with life
- e) 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, participation and punctuality	1
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:

- Objectives realized through individual or group interactions;
- Calendar of activities;
- Innovative ideas generated in this 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 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.

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

QUESTION PAPER DESIGN FOR SOCIAL SCIENCE (CODE NO. 087)

Class-IX

Time: 3 Hours (Max. Marks: 80)

Remembering - (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or recite, information)

VSA Question (1 mark) = 0

SA Question I (3 mark) = 2

LA Question (5 mark) = 2

Total Marks = 16

Weightage = 20%

Understanding - (Comprehension -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)

VSA Question (1 mark) = 3

SA Question I (3 mark) = 1

LA Question (5 mark) = 2

Total Marks = 16

Weightage = 20%

Application (Use abstract information in concrete situation, to apply knowledge to new

situations; Use given content to interpret a situation, provide an example, or solve a problem)

VSA Question (1 mark) = 2

SA Question I (3 mark) = 3

LA Question (5 mark) = 2

Total Marks = 21

Weightage = 26%

Higher Order Thinking Skills (Analysis & Synthesis - Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)

VSA Question (1 mark) = 2

SA Question I (3 mark) = 3

LA Question (5 mark) = 1

Total Marks = 16

Weightage = 20%

Creating, Evaluation and Multi- Disciplinary- (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)

SA Question (3 mark) = 2

Total = 6

Weightage = 08%

MAP

VSA Question (1 mark) = 2

SA Question (3 mark) = 1

Total = 5

Weightage = 06%

Total marks = 80 marks

VSAQ = 1x9 = 9

SA = 3x12 = 36

LA = 5x7 = 35

Total = 80

Weightage = 100%

CLASS-IX
LIST OF MAP ITEMS FOR SOCIAL SCIENCE

Subject - History

Chapter-1: The French Revolution

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

- Bordeaux
- Nantes
- Paris
- Marseilles

Chapter-2: Socialism in Europe and the Russian Revolution Outline map of World (For locating and labelling/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), America

Chapter-3: Nazism and the Rise of Hitler

Outline map of World (For locating and labelling/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

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)

a) The Himalayan River Systems-The Indus, The Ganges, and The Satluj

b) 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 : Tiruvananthapuram, 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