CBSE
SOCIAL SCIENCE
SYLLABUS 2023-24
(Code No. 087)
CLASS - IX

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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, contextualise its components, develop a broader perspective, adapt an empirical, reasonable and humane outlook to help 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.

Social Science subject helps students strengthen their knowledge of the world around them, enhance their critical thinking skills, deepen their cultural understanding, in still analytical and evaluation and synthesizing skills, improve research based learning skills, and enhance their creative abilities.

It enables the students to understand the interdependence of individual and community.

Makes students examine human behaviour from many different perspectives and help students learn to analyse human interaction based on social and cultural influences.

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. Developing knowledge in each of these subjects provides students with a broader and more comprehensive understanding of how individuals and societies function.

Through the study of History, students learn the significance of analysing historical events and using the past to evaluate modern trends and occurrences. Global History allows students to see the emergence of today's worldwide society, and enables the students to create projections on possible future outcomes of actions and events.

The discipline of Social Sciences broadens an individual's political awareness and deepens the understanding of political systems. Examining past and current political conflicts can let students understand human life on a different level.

LEARNING OBJECTIVES

The main objectives of this syllabus are to:

- develop an understanding of the processes of change and development over a period of time, through which human societies have evolved.

- make learners infer 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 in connection to world development

- deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and appreciate 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 on people's life.

- 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.

- develop competencies, analytical skills/ critical thinking skills, creative skills 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.

- enable students to correlate the Social Science subjects through an interdisciplinary approach.

- explore their creativity and innovation through experiential and art integrated learning.

- develop scientific temperament by promoting the spirit of enquiry and following a rational and objective approach in analysing and evaluate 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' problem .

- develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

COURSE STRUCTURE

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

2	Physical Features of India		**17+3 map pointing***
3	Drainage	**10**	
4	Climate	**12**	
5	Natural Vegetation and Wildlife **(Only map pointing to be evaluated in the annual examination.)**	**3**	
	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)	**5**	
6	Population	**8**	* Marks as mentioned above
Political Science (Democratic Politics - I)		**Suggestive no. of periods = 50**	**20 Marks**
Chapter No.	**Chapter name**	**No. of Periods**	**Marks allocated**
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**	

Economics		Suggestive no. of periods = 50	20 Marks
Chapter No.	Name of the Chapter	No. of Periods	Marks allocated
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

History: India and the Contemporary World - I			
Chapter No. and Name	**Specific Learning Objectives**	**Suggestive Teaching Learning Process**	**Learning Outcome With Specific Competencies**
I **The French Revolution**	• Compare & contrast the conditions that prevailed in France with the situations prevailed in India pre 1857 war. • Critically examine the need of voting rights of Common people in France which laid the foundation of future Democracies. • Examine various solutions to address imbalances that may lead to revolutions.	• Class room discussions to compare and contrast the conditions that prevailed in France that led to revolution with the conditions that led to the first war of Indian Independence. (1857). • Graphic Organisers to critically examine the situations that made the raise in demand of voting rights by passive citizens as well as women • Debates to propose solutions to address such imbalances and discriminations that lead to revolutions • Inquiry based learning to appraise the impact of the French revolution on the world. Conclude with group Presentations	• Compare and contrast the conditions that prevailed in France that led to revolution with the conditions that led to the first war of Indian Independence. (1857). • Critically Examine the situations that made the raise in demand of voting rights by passive citizens as well as women • Propose solutions to address such imbalances and discriminations that lead to revolutions • Appraise the impact of the French revolution on the world.
II **Socialism in Europe and**	• Analyse the situations that led to the rise of Russian and French revolutions.	• **Interactive Textual interpretations** to compare and contrast the situations that led to the rise of Russia & French Revolutions	• To compare and contrast the situations that led to the rise of Russian& French Revolutions.

the Russian Revolution	• Evaluate the reasons that led to the rise of Lenin's communism and Marxist Socialism	• **Student led seminar** to cite the impact of Collaboration and communication rendered by the philosophers and leaders in creating awareness amongst the common people • **World café' strategy to** evaluate the situations that enabled Lenin's Communism. • **Socratic Discussions** to Interpret the different ideas of philosophers and leaders that shaped the revolution	• Cite the impact of Collaboration and communication rendered by the philosophers and leaders in creating awareness amongst the common people • Evaluate the situations that enabled Lenin's Communism. • Interpret the different ideas of philosophers and leaders that shaped the revolution.
III **Nazism and the Rise of Hitler**	• Analyse the manipulated control of situations led by an individual. • Analyse the role of the "Treaty of Versailles in that led to the rise of Hitler. • Examine the circumstances that led to the rise and fall of Hitler • Discuss the critical significance of Nazism in shaping the politics of the modern world. • Appraise the war compensation compelled on Germany in the name of the "treaty of Versailles led to the rise of Hitler	• **Watch Video** clipping from the last days of Adolf Hitler and discuss the reasons for rise and fall of Hitler • **Dramatize** the Nazi Propaganda/ racial discrimination against Jews • **Cartoon interpretation**/ Image interpretation • **Read** passages from "Dairy of Anne frank "and other related literature and discuss the impact of Nazism • **Jig saw strategy** to critique the genocidal war waged against Jews by the Nazis	• Cite the events that helped Hitler's rise to power • Evaluate various character traits of Hitler • Compare and contrast the characteristics of Bismarck and Hitler • Analyse the role of "Treaty of Versailles in the rise of Nazism and Hitler • Critique the genocidal war waged against Jews by the Nazis.

	• Compare and contrast the Nazi ideology with fascism of Mussolini		• Discuss the critical significance of Nazism in shaping the politics of modern world.
IV **Forest, Society and Colonialism**	**Inter Disciplinary Project** with Chapter 5 of Geography "Natural Vegetation and Wild Life	• Refer Annexure II	• Refer Annexure II
V **Pastoralists in the Modern World**	• Analyse the situations that have created Nomadic society • Draw comparisons of African pastoralists and Indian Pastoralists during colonial rule. • Examine the how the colonial laws impacted livelihood in pastoral communities • Appraise the contribution of Pastoralists in the modern economy.	• T charts and similar graphic organizers to compare and contrast the lives of Pastoralists pre & post colonialism. • Art integration to depict the evolution of nomadic society. • Research based presentations using resources provided to compare and contrast the lives and the reasons for poverty of pastoral nomads of India with African Pastoral Nomadic tribes. • Think- Pair- Share and summarize the reading of resources to analyse and infer varying patterns of developments within pastoral societies in different places in India.	• Compare and contrast the lives of Pastoralists pre & post colonialism • Analyse the situations that have created Nomadic society • Compare and contrast the lives and the reasons for poverty of pastoral nomads of India with African Pastoral Nomadic tribes. • Analyse and infer varying patterns of developments within pastoral societies in different places in India. • Analyse the impact of colonialism on forest societies leading to scientific forestry. • Enumerate the different processes through which transformation of livelihood occur in the modern world.

Political Science: Democratic Politics - I			
Chapter No. and Name	**Specific Learning Objectives**	**Suggested Teaching Learning Process**	**Learning Outcome With Specific Competencies**
1 **What is Democracy? Why Democracy?**	• Examine the concept /structural components of Democracy and its forms/ features in different countries • Examine and analyse the working structure of the governments of India and North Korea • Analyse and infer on the different historical processes and forces that have contributed for the promotion of democracy.	• World café and Café conversations strategies for introduction of concepts of Democracy & features of Democracy • 4 corners strategy to discuss "What & why of democracy? • students create democratic governance model in the class. • Cartoon interpretation to summarize the benefits of democracy.	• Compare and Contrast working of democracies of India and North Korea and infer on their differences and significance in each country. • Define Democracy and enumerate its features. • Evaluate the authenticity of the voting rights of the Indian population versus the population of Iran. • Interpret the statement "Democracy provides a method to deal with differences and conflicts" with reference to India. • Summarize the features and benefits of democracy
2 **Constitutional Design**	• Comprehend the purpose of constitution. • Enumerate the essential features that need to be kept in mind while drafting any constitution. • Examine the guiding values that created the Indian constitution. • Comprehend the roles and responsibilities as citizens of India.	• Group Discussion to comprehend the purpose of constitution • Poster making/ wall magazine for Comparing and contrasting between Preamble of South African constitution with the preamble of Indian constitution • Role play strategy for creation of Indian constitution • Declamation strategy for roles and responsibilities of citizens	• Analyse the difference between written or unwritten constitutions with reference to India and USA. • Describe the situation that led to creation of Indian Constitution. • Compare and contrast between Preamble of South African constitution with the preamble of Indian constitution. • Enumerate the roles and responsibilities as citizens of India

3 **Electoral Politics**	• Comprehend the concept and system of elections. • Evaluate the conditions that make Elections in India democratic. • Analyse the implications of power of vote and power of recall. • Appraise the role of election commission for the conduct of free and fair elections.	• Role play/ have school council elections. • Design and present election manifesto • Create multiple parties and create symbols for elections • Use street play to create awareness about the right to vote.	• Evaluate the role of political parties to adhere to electoral promises. • Create a solution for eradication of malpractices in elections • Differentiate between representative democracy and competitive party politics. • Summarize the essential features of the Indian Electoral system. • Examine the rationale for adopting the present Indian Electoral System.
4 **Working of Institutions**	• Examine the roles, responsibilities and interdependency of all the 3 organs of the Government. • Examine the rule of law in India and its relevance • Understand the power and working of Indian Judiciary system and comprehend the hierarchy system of the judiciary in India.	• Watch videos of Parliament and discuss the importance of question hour • Present Moot court to evaluate the rule of Law • Examine the relevant case studies to evaluate the rule of law • Present Mock Parliament session to convert a bill into law • Conduct a mock interview with a parliamentarian • Role play on features of the political and permanent executive	• Analyse and infer how the three organs are interdependent and independent to execute their roles • Summarize and evaluate the rule of law in India. • Represent the role of Parliament and its procedures. • Distinguish between political and permanent executive authorities and functions. • Understand the parliamentary system of executive's accountability to the legislature. • Understand the working of Indian Judiciary.
5	• Comprehend what it is to be a responsible citizen while	• Declamation on need to have rights and the importance of performing duties.	• Analyse the need of having rights and categorize the rights.

Democratic Rights	performing their prescribed duties versus claiming rights • Evaluate the role of rights in Democracy. . .	• Debate the need to have rights in the light of study of Saudi Arabia. • Case study to analyse the role of citizens when the rights are exercised or otherwise. • 6 thinking hats to discuss the current issues. • Organize a moot court to discuss the violation of individual rights. • Graphic organizer to summarize the coexistence *of rights vs duties*	• Evaluate the statement "Democracy is meaningless without rights" • Analyse their role as responsible citizens. • Summarize the flipped coexistence *of* rights versus duties • Apply the process available to citizens for safeguarding rights.
Geography: Contemporary India - I			
Chapter No. and Name	**Specific Learning Objectives**	**Suggested Teaching Learning Process**	**Learning Outcome With Specific Competencies**
1 **India - Size and Location**	• Examine how the location of an area impacts its climate and time with reference to longitude and latitude. • Explore and analyze the trading and cultural relationships of India with its neighboring countries. • Evaluate the situation & reasons that made 82.5E* longitude as Time meridian of India. • Examine how location of India enables its position as a	• Use GeoGebra, Google earth to represent and justify the reasons for the differences in climatic conditions, local and standard time. • Carousel brainstorming strategy for inferring conditions and relationships of the people living in states that are sharing border with the neighbouring countries impact trade and culture. (Link for Carousel Brain storming Strategy **https://www.youtube.com/watch?v=zZxaS7v1-jo**) • On map of India hypothetically design two to four alternate	• Justify the reasons for the differences in climatic conditions, local and standard time. • To Infer how the conditions and relationships of the people living in states that are sharing border with the neighbouring countries impact trade and culture. • Justify the selection of 82.5E* longitude as Time meridian of India. (IST) • Critically analyse the role of opening of Suez Canal in improvement of foreign trade.

	strategic partner in the subcontinent. .	longitudes on either side of 82.5*E and conclude on the selection • Draw out the rationale/ reasons behind fixing (82.5E) as a time meridian for India • PPT presentation to present alternate solutions.	• Propose alternative solution for the problems that arise due to the size & location.
2 **Physical Features of India**	• Justify why India is a sub-continent • Examine the geological process that played a crucial role in the formation of diverse physical features in India • Analyse the conditions and relationships of the people living in different physiographic areas. • Examine various environmental issues.	• Use Art integrated strategies like gallery walk/Model making to demonstrate how physical features make India a sub-continent. • Role play to depict the lives and relationships amongst physiographic areas. • Collaborative brainstorming and presentation using different modes such as flipped books, Journals, Collage and other suitable presentations.	• Conclude why India is a subcontinent based on study of different physical features. • Analyse the conditions and relationships of the people living in different physiographic areas. • Enumerate the different environmental issues in India and propose solutions for these issues.
3 **Drainage**	• Justify the statement that the rivers are lifeline of economy with reference to India. • Examine the information about different lakes and infer on their contribution to Indian ecology .	• 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. • Students will prepare a PPT on lakes. • Street play strategy/ poster making/ save River songs/ to present	• Enlist the different rivers, the areas they serve and their impact on the economy of That area. • Enumerate the different lakes and describe their contribution to the Indian ecology. • Present creative solutions to overcome the water pollution also

	• Distinguish between the rivers of north and south India • Analyse the flow of different rivers of India to infer on their impact on livelihood.	awareness on water pollution and suggest solutions.	to increase the contribution of water bodies to Indian economy • Identify the river systems of the country and explain the role of rivers in human society.
4 **Climate**	• Examine and analyse the factors that determine the climate of India • Discuss the mechanisms of monsoons in Indian subcontinent. • Analyse and infer the reasons behind the wide difference between day and night temperatures at different geographical locations of India. • To interpret how monsoon acts as a Unifying bond	• Collect and Read the Weather reports and have a class room discussion to conclude about the factors controlling climate • Watch videos and summarize the findings • 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 • Read Newspapers, prepare and present mock drills on protocols as preventive action for various disasters	• Infer how the factors determine the climate of India. • Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent. • Analyse the temperatures between plateau region, Himalayan region, desert region and coastal region. • Enumerate and summarize the reasons for the wide difference between temperatures at different geographical locations of India • Propose protocols as preventive action for various disasters
5 **Natural Vegetation and Wild life**	**Inter disciplinary project** with chapter no IV of History **"**Forest, Society and Colonialism"	Refer annexure II	Refer annexure II
6 **Population**	• Examine the reasons behind the uneven distribution of population in India with specification to UP &	• Research based learning/ art integration strategy (4 grid analysis) to analyse and infer the reasons behind the uneven distribution of	• Analyse and infer the reasons behind the uneven distribution of population in India with specification

	Rajasthan and Mizoram and Karnataka.	population in India with specification to UP & Rajasthan and Mizoram and Karnataka	to UP & Rajasthan and Mizoram and Karnataka. • Enlist the factors that affect the population density.

Economics

Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome with Specific Competencies
1 **The Story of Village Palampur**	• Evaluate the prevailing farming conditions in different states with reasons • Examine the factors of production and interdependence of the requirements. • Examine the contribution of non-farm activities to the economic growth of the village.	• Visit a nearest village, interview a farmer/ visit local markets and interview farmers and present it in the class. (Experiential learning strategy) • Poster making/ Concept map and gallery walk to enlist the requirements of production and summarize the interdependence of these requirements. • Present a business plan for non-farm activities by using the four factors of production.	• Analyse and infer how the prevailing farming conditions impact economic development of different states • Enlist the requirements of production and summarize the interdependence of these requirements. • Enlist non-farm activities and depict the link with economic growth.
2 **People as Resource**	• Examine the various factors that constitute the quality of population • Analyse the role of government in improving the quality of population. • Examine the factors that contribute to unemployment.	• Case study on quality of population. (Class room discussion) • Collect sources from Newspaper/ Media and present the findings in the form of a collage or an album • Neighbourhood survey on employment /employability in neighbourhood, analyse the quality of neighbourhood and present in PPT format.	• Analyse and infer the reasons that contribute to the quality of population • Enumerate the different schemes of Government in some states and infer on the quality of people there by. • Propose solutions to resolve unemployment problem

| 3

Poverty as a Challenge	• Comprehend that poverty is a multifaceted concept inherent in the rural and urban conditions. • Examine the measures taken by the government to eradicate poverty.	• PPT presentation using case study given in NCERT text on the reasons of rural and urban poverty. • Declamation with data to Evaluate the efficacy of government to eradicate poverty • Debate whether education can remove poverty	• Analyse and infer the reasons of poverty in the rural and urban areas. • Evaluate the efficacy of government to eradicate poverty. • Compare how poverty estimates have transformed from 1993-94 to 2011-12 Examine the link between education and poverty.
4

Food Security in India | • Examine the critical role of food security for its masses.

• Justify the rationale for the system of food security in India.
• Appraise the contributory role of Public Distribution system to address FSI
• Substantiate the role of green revolution in strengthening the PDS. | • Case study and group discussion to substantiate the link between a well-structured food security system and continuity of supply to masses.

• Invite relevant Govt. officials to speak on FSI & PDS.

Panel discussion/ seminar on the impact of the green revolution and PDS. | • Enumerate various aspects of food security that will ensure continuity of supply to the masses.

• Examine, analyse and infer various sources of data that point to the rationale of FSI
• Enumerate different features of PDS that directly address FSI.
• Analyse and infer the impact of Green revolution in strengthening the PDS. |

CLASS IX
LIST OF MAPS

S. No.	Subject	Name of the Chapter	List of Areas to Be Map Pointed
I	**History**	French Revolution	Outline political map of France Locate/label/identify; • Bordeaux, Nantes, Paris and Marseille
		Socialism in Europe	Outline political map of world locate/label/identify major countries of World War: central powers - Germany, Austria-Hungary, Turkey (Ottoman Empire) Allied Powers-France, England, Russia and USA
II	**Geography**	India: size & location	• India - States with Capitals • Tropic of Cancer, Standard Meridian (Location and Labelling) • Neighbouring countries
		India physical features	• 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, Chota Nagpur Plateau, Malwa Plateau • Coastal Plains - Konkan, Malabar, Coromandel & Northern Circar (Location and Labelling)
		Drainage system	**Rivers: (Identification only)** • The Himalayan River Systems-The Indus, The Ganges, and The Sutlej • The Peninsular Rivers-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi • Lakes: Wular, Pulicat, Sambhar, Chilika
		Climate	• Annual rainfall in India, Monsoon wind directions
		Population	• Population density of all states • The state having highest and lowest density of population

CLASS IX

INTERNAL ASSESSMENT: 20 MARKS

Type of Assessment	Description	Marks Allocated
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	Classwork, 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	5

CLASS IX

PRSECRIBED TEXT BOOKS

S.No	Subject	Name of the Book	Publisher
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

Links for NCERT rationalised 2023-24 textbooks:

- **https://ncert.nic.in/textbook.php?iess1=ps-6**
- **https://ncert.nic.in/textbook.php?iess2=0-4**
- **https://ncert.nic.in/textbook.php?iess3=0-5**
- **https://ncert.nic.in/textbook.php?iess4=ps-5**