

ANNUAL COURSE STRUCTURE CLASS IX (2022-2023)

Subject: SOCIAL SCIENCE (CBSE SUBJECT Code No. 087)

No.	Units	Marks
I	India and the Contemporary World – I	20
II	Contemporary India – I	20
III	Democratic Politics – I	20
IV	Economics	20
Total		80
Internal Assessment		20
Grand Total		100

Text Book	Content	Learning objectives
India and the Contemporary World - I	Section 1: Events and Processes: <i>(All the three themes are compulsory)</i> I. The French Revolution: <ul style="list-style-type: none">• French Society During the Late Eighteenth Century• The Outbreak of the Revolution• France Abolishes Monarchy and Becomes a Republic• Did Women have a Revolution?, The Abolition of Slavery• The Revolution and Everyday Life• Map Work	<ul style="list-style-type: none">• Familiarize with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it.• Know the use of written, oral and visual material to recover the history of revolutions.
	II. Socialism in Europe and the Russian Revolution: <ul style="list-style-type: none">• The Age of Social Change• The Russian Revolution• The February Revolution in Petrograd• What Changed after October?• The Global Influence of the Russian Revolution and the USSR• Map Work	<ul style="list-style-type: none">• Explore the history of socialism through the study of Russian Revolution.• Familiarize with the different types of ideas that inspired the revolution.
	III. Nazism and the Rise of Hitler:	<ul style="list-style-type: none">• Discuss the critical significance of Nazism in shaping the politics of

	<ul style="list-style-type: none"> • Birth of the Weimar Republic • Hitler's Rise to Power • The Nazi Worldview • Youth in Nazi Germany • Ordinary People and the Crimes Against Humanity • Map Work 	<p>modern world.</p> <ul style="list-style-type: none"> • Get familiarized with the speeches and writings of Nazi Leaders.
Contemporary India-I	<p>Ch.1: India-Size and Location</p> <ul style="list-style-type: none"> • Location • Size • India and the World • India's Neighbours • Map Work 	<ul style="list-style-type: none"> • Identify the location of India in the Indian subcontinent.
	<p>Ch.2: Physical Features of India:</p> <ul style="list-style-type: none"> • Major Physiographic Divisions - The Himalayan Mountains, the Northern Plains, The Peninsular Plateau, The Indian Desert, Coastal Plains, The Islands • Map Work 	<ul style="list-style-type: none"> • Understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types.
	<p>Ch.3: Drainage:</p> <ul style="list-style-type: none"> • Concept • Drainage System of India • The Himalayan Rivers – Ganga and Brahmaputra River system • The Peninsular Rivers – Narmada Basin, Tapti Basin, Godavari Basin, Mahanad Basin, Krishna Basin, Kaveri Basin • Lakes • Role of rivers in the economy • Pollution of rivers • Map Work 	<ul style="list-style-type: none"> • Identify the river systems of the country and explain the role of rivers in the human society.
Democratic Politics – I	<p>Ch.1: What is Democracy? Why Democracy?</p> <ul style="list-style-type: none"> • What is Democracy? • Features of Democracy • Why Democracy? • Broader Meaning of Democracy 	<ul style="list-style-type: none"> • Develop conceptual skills of defining democracy. • Understand how different historical processes and forces have promoted democracy. • Develop a sophisticated defense of democracy against common prejudices. Develop a historical sense of the choice and nature of democracy in India.

	<p>Constitutional Design</p> <ul style="list-style-type: none"> • Democratic Constitution in South Africa • Why do we need a Constitution? • Making of the Indian Constitution • Guiding Values of the Indian Constitution 	<ul style="list-style-type: none"> • Understand the process of Constitution making. • Develop respect for the Constitution and appreciation for Constitutional values. • Recognize Constitution as a dynamic and living document.
	<p>Ch.3: Electoral Politics:</p> <ul style="list-style-type: none"> • Why Elections? • What is our System of Elections? • What makes elections in India democratic? 	<ul style="list-style-type: none"> • Understand representative democracy via competitive party politics. • Familiarize with Indian electoral system. • Reason out for the adoption of present Indian Electoral System. • Develop an appreciation of citizen's increased participation in electoral politics. • Recognize the significance of the Election Commission.
Economics	<p>Ch.1: The Story of Village Palampur:</p> <ul style="list-style-type: none"> • Overview • Organization of production • Farming in Palampur • Non-farm activities of Palampur. 	<ul style="list-style-type: none"> • Familiarize with basic economic concepts through an imaginary story of a village.
	<p>Ch.2: People as Resource:</p> <ul style="list-style-type: none"> • Overview • Economic activities by men and women, Quality of Population • Unemployment 	<ul style="list-style-type: none"> • Understand the demographic concepts • Understand how population can be as asset or a liability for the nation.

Note: Above mentioned Syllabus should be completed by 30th September 2022. After completion of syllabus revision for the mid- term exam should be done.

MID TERM EXAM

Text Book	Content	Learning objectives
India and the Contemporary World - I	<p>Section 2: Livelihoods, Economies and Societies:</p> <p>IV. Forest Society and Colonialism:</p> <ul style="list-style-type: none"> • Why Deforestation? • The Rise of Commercial Forestry • Rebellion in the forest • Transformations in Java. 	<ul style="list-style-type: none"> • Discuss the social and cultural world of forest communities through the study of specific revolts. • Understand how oral traditions can be used to explore tribal revolts.
	<p>V. Pastoralists in the Modern World:</p> <ul style="list-style-type: none"> • Pastoral Nomads and their movement • Colonial Rule and Pastoral Life • Pastoralism in Africa. 	<ul style="list-style-type: none"> • Highlight varying patterns of developments within pastoral societies in different places. • Analyse the impact of colonialism on forest societies, and the implication of scientific forestry. • Show the different processes through which agrarian transformation may occur in the modern world. • 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.
Contemporary India-I	<p>Ch.4: Climate:</p> <ul style="list-style-type: none"> • Concept • Climatic Controls • Factors influencing India's climate – Latitude, Altitude, Pressure and Winds • (excluding Jet Streams and Western Cyclonic Disturbances and related figures) • The Season – Cold Weather Season, Hot Weather Season, Advancing Monsoon, Retreating/Post Monsoons • Distribution of Rainfall • Monsoon as a unifying Bond • Map Work 	<ul style="list-style-type: none"> • Identify various factors influencing the climate and explain the climatic variation of our country and its impact on the life of the people. • Explain the importance and unifying role of monsoons.

	<p>Ch.5: Natural Vegetation and Wild Life:</p> <ul style="list-style-type: none"> • Types of Vegetation – Tropical Evergreen Forests, Tropical Deciduous Forests, Thorn Forests, Thorn Forests and Shrubs, Montane Forests, Mangrove Forests • Wild Life • Map Work 	<ul style="list-style-type: none"> • Explain the nature of diverse flora and fauna as well as their distribution. • Develop concern about the need to protect the biodiversity of our country.
	<p>Ch.6: Population:</p> <ul style="list-style-type: none"> • Population Size and Distribution – India's Population Size and Distribution by Numbers, India's Population Distribution by Density • Population Growth and Processes of Population Change - Population Growth, Processes of Population Change/Growth • Map Work 	<ul style="list-style-type: none"> • Analyse the uneven nature of population distribution and show concern about the large size of our population.
<p>Democratic Politics – I</p>	<p>Ch.4: Working of Institutions:</p> <ul style="list-style-type: none"> • How is the major policy decision taken? • Parliament • Political Executive • Judiciary 	<ul style="list-style-type: none"> • Get an overview of central governmental structures. • Identify 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.
	<p>Ch.5: Democratic Rights:</p> <ul style="list-style-type: none"> • Life without Rights, • Rights in a Democracy • Rights in the Indian Constitution • Expanding the scope of rights 	<ul style="list-style-type: none"> • Recognize the need for rights in one's life. • Understand the availability /access of rights in a democratic system/government. • Identify and be able to comprehend the Fundamental Rights given by the Indian Constitution to its citizens. • Create awareness regarding the process of safe guarding rights.

Economics	Ch.3: Poverty as a Challenge: <ul style="list-style-type: none"> • Overview • Two typical cases of poverty • Poverty as seen by Social Scientists • Poverty Estimates • Vulnerable Groups • Interstate disparities • Global Poverty Scenario • Causes of Poverty • Anti-poverty measures • The Challenges Ahead 	<ul style="list-style-type: none"> • Understand poverty as a challenge. • Identify vulnerable group and interstate disparities • Appreciate the initiatives of the government to alleviate poverty.
	Ch. 4: Food Security in India: <ul style="list-style-type: none"> • Overview • What is Food Security? • Why Food Security? • Who are food insecure? • Food Security in India • What is Buffer Stock? • What is the Public Distribution System? • Current Status of Public Distribution System • Role of Cooperatives in food Security 	<ul style="list-style-type: none"> • Understand the concept of food security • Appreciate and analyse the role of government in ensuring food supply.
<p>Note: Above mentioned Syllabus should be completed by 31st January 2023. Whole Syllabus will be evaluated in Annual Exams.</p>		
<p>Annual Examination 2023</p>		

PROJECT WORK CLASS IX (2022-23)

Periods (5)

Total Marks 05

1. Every student has to compulsorily undertake **one project on Disaster Management**.
2. **Objectives:** The main objectives of giving project work on Disaster Management to the students are to:–
 - A. Create awareness in them about different disasters, their consequences and management.
 - B. Prepare them in advance to face such situations
 - C. Ensure their participation in disaster mitigation plans
 - D. Enable them to create awareness and preparedness among the community.
3. The project work should also help in enhancing the Life Skills of the students.
4. If possible, various forms of art may be integrated in the project work.
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 Defence etc. in the area where the schools are located.
6. The distribution of marks over different aspects relating to Project Work is as follows:

S.NO.	ASPECT	MARKS
a	Content accuracy, originality and analysis	2
b	Presentation and creativity	2
c	Viva Voce	1

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:
 - Objectives realized through individual or group interactions;
 - Calendar of activities;
 - innovative ideas generated in this process ;
 - 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 can be handwritten or digital.
12. The Project work needs to enhance cognitive, affective and psychomotor skills of the learners. It will include self-assessment and peer assessment, and progress of the child in project – based and inquiry – based learning, art integrated activities, experiments, models, quizzes, role plays, group work, portfolios etc., along with teacher assessment. (NEP – 2020)
(The Project work can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show/story telling/debate/ panel discussion, paper presentation and whichever is suitable to **Visually impaired Candidates**).
13. The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

LIST OF MAP ITEMS CLASS IX (2022-23)

SUBJECT – HISTORY 2 Marks

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 3 Marks (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

Prescribed Books

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|---|--|
| 1. India And The Contemporary world-I, (History), | Published by NCERT |
| 2. Contemporary India-I, (Geography) | Published by NCERT |
| 3. Democratic Politics-I, (Political Science) | Published by NCERT |
| 4. Economics, | Published by NCERT |
| 5. Together, Towards a Safer India part-II, | A text book on Disaster Management
for class –IX, Published by CBSE |

SOCIAL SCIENCE (CODE NO. 087)

QUESTION PAPER DESIGN

CLASS IX 2022-2023

Time:3 Hours

Max. Marks:80

Sr. No.	Competencies	Total Marks	Weightage %
1	Remembering and Understanding: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	28	35%
2	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	15	18.75%
3	Formulating, Analysing, Evaluating and Creating: Examine and break information into parts by identifying motives or causes. Make inferences and find 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.	Map Skills	5	6.25%
5.	Total	80	100

Note:

1. Teachers may refer 'Learning Outcomes' published by NCERT for developing lesson plans, assessment framework and questions.
2. 02 items from History Map list and 03 items from Geography Map list.