

**SOCIAL SCIENCE**  
**Subject Code-087**  
**Classes - IX & X (2025-26)**

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

It 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.

The role of the subject in developing a comprehensive sense of the human world and its functioning in an individual student is significant. This understanding is critical to help students see how things around them are changing and are interdependent in the world today what are the causes of the change, and how the change impacts human societies.

It also helps them realise 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 to contribute to the nation as responsible citizens of society.

## **AIMS & OBJECTIVE**

As per NCF- 2023, the aims of teaching Social Science in school education can be summarised as follows:

- a. Develop 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. an 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 NEP 2020 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.

**NOTE**-Refer to NCF-2023-Page no-320-323

## **CURRICULAR GOALS-CG**

As per NCF 2023 - At the Secondary Stage, students will go into details to understand India's past and appreciate its complexity, diversity, and unity brought about by cultural integration and the sharing of knowledge traditions across geographical and linguistic boundaries. P-154

- CG -2 Analyse the important phases in world history and draw insight to understand the present-day world
- CG-3 Understand the idea of a nation and the emergence of the modern Indian Nation
- 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
- CG -5 Understand the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government.
- CG -6 Understand and analyse social, cultural, and political life in India over time – as well as the underlying historical Indian ethos and philosophy of unity in diversity – and recognises challenges faced in these areas in the past and present and the efforts (being) made to address them
- CG -7 Develop 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
- CG -8 Evaluate the economic development of a country in terms of its impact on the lives of its people and nature
- CG-9 Understand and appreciate the contribution of India through history and present times, to the overall field of Social Science, and the disciplines that constitute it

## **COMPETENCIES**

Competencies are specific learning achievements that are observable and can be assessed systematically. In NCF, Competencies are directly derived from a Curricular Goal and are expected to be attained by the end of a Stage. The following competencies need to be developed in students to achieve the curricular goals at secondary stage.

- C-2.1 Explain historical events and processes with different types of sources with specific examples from India and world history.
- C-2.3 Trace aspects of continuity and change in different phases of world history (including cultural trends, social and religious reforms, and economic and political transformations)
- C-2.4 Explain the growth of new ideas and practices across the world and how they affected the course of world history.
- C-2.5 Recognise 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.
- C3.2 Identify and analyse important phases of the Indian national freedom struggle against British colonial rule, with special reference to the movement led by Mahatma Gandhi and other important figures as well as those that led to independence, and

understands the specific Indian concepts, values, and methods (such as Swaraj, Swadeshi, passive resistance, fight for dharma self- sacrifice, ahimsa) that played a part in achieving Independence.

- C-4.1 Locate physiographic regions of India and the climatic zones of the world on a globe/map.
- C-4.2 Explain important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region
- C-4.3 Draw inter- linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation, and wildlife.
- C-4.4 Analyse and evaluate the inter- relationship between 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
- C-4.5 Critically evaluate 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
- C-4.6 Develop sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation
- C-5.1 Understand 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)
- C-5.2 Appreciate fundamental Constitutional values and identify their significance for the prosperity of the Indian nation.
- C-5.3 Explain that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties
- C-5.4 Analyse the basic features of a democracy and democratic government – and its history in India and across the world – and compares this form of government with other forms of government.
- C-5.5- Analyse 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
- C-6.1 Understands how the Indian ethos and the cultural integration across India did not attempt uniformity, but respected and promoted a rich diversity in Indian society, and how this harmonisation and unity in diversity, with a historical respect for all cultures, women have counted among India's great strengths by promoting peaceful coexistence
- C-6.2 Understand that despite C-6.1, forms of inequality, injustice, and discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonisation), leading to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success.
- 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)

<b>Geography-Contemporary India - I</b>		<b>Marks-20 inclusive of Map pointing</b>
<b>Chapter No.</b>	<b>Chapter Name</b>	<b>Marks</b>
1	India – Size and Location	<b>17+3 map pointing*</b>
2	Physical Features of India	
3	Drainage	
4	Climate	
	Natural Vegetation and Wildlife <b>(Only map pointing to be evaluated in the annual examination.)</b>	
5	Population	* Marks as mentioned
6	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)	
<b>Political Science- Democratic Politics - I</b>		<b>20 Marks</b>
<b>Chapter No.</b>	<b>Chapter name</b>	<b>Marks</b>
1	What is Democracy?	20
	Why Democracy?	
2	Constitutional Design	
3	Electoral Politics	
4	Working of Institutions	
5	Democratic Rights	
<b>Economics</b>		<b>20 Marks</b>
<b>Chapter No.</b>	<b>Chapter name</b>	<b>Marks</b>
1	The Story of Village Palampur <b>(To be assessed as part of Periodic Assessment only)</b>	20
2	People as Resource	
3	Poverty as a Challenge	
4	Food Security in India	

**CLASS IX**  
**History-India and the Contemporary World - I**

**Section I: Events and Processes**

**Chapter-1 The French Revolution**

**Learning Outcomes-**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.

- Illustrate that, the quest for imperialism triggered the First World War.
- Examine various sources to address imbalances that may lead to revolutions

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

**Learning Outcomes-** The students will be able to

- Compare the situations that led to the rise of Russian and French Revolutions.
- Examine the situations that led to the establishment of Lenin’s communism and Stalin’s collectivization.
- Analyse the role played by the varied philosophers and leaders that shaped the revolution.

## **Chapter 3-Nazism and the Rise of Hitler.**

**Learning Outcomes-** The students will be able to

- Analyse the role of “Treaty of Versailles” in the rise of Hitler to power.
- Analyse the genocidal war waged against the “undesirables” by Hitler.
- Compare and contrast the characteristics of Hitler and Gandhi

## **Section II: Livelihoods, Economies and Societies**

### **Chapter 4- Forest Society and Colonialism**

Interdisciplinary Project with Chapter 5 of Geography “Natural Vegetation and Wildlife”

**Learning Outcomes-** Refer Annexure II

### **Chapter 5- Pastoralists in the Modern World**

**Learning Outcomes-** The students will be able to

- Examine the situations that have created nomadic societies highlighting the key factors played by the climatic conditions and topography.
- Analyse varying patterns of developments within pastoral societies in different places in India.
- Comprehend the impact of colonialism on Pastoralists in India and Africa.

## **Geography- Contemporary India - I**

### **Chapter 1- India – Size and Location**

**Learning Outcomes-** The students will be able to

- Examine how the location of an area impacts its climate and time with reference to longitude and latitude.
- Explore and analyses the trading and cultural relationships of India with its neighbouring 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 strategic partner in the subcontinent.
- Justify the reasons for the differences in climatic conditions, local and standard time.

## **Chapter 2- Physical Features of India**

**Learning Outcomes-** The students will be able to

- Justify how the Physical Features of India influences the livelihoods, culture, and the biodiversity of the region.
- 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.

## **Chapter 3- Drainage**

**Learning Outcomes-** The students will be able to

- Examine the information about different lakes and infer on their contribution to Indian ecology.
- Present creative solutions to overcome the water pollution and also to increase the contribution of water bodies to the Indian economy.
- Identify the river systems of the country and explain the role of rivers in human society

## **Chapter 4- Climate**

**Learning Outcomes-** The students will be able to

- 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 summarise the reasons for the wide difference between temperatures at different geographical locations of India

## **Chapter 5- Natural Vegetation and Wildlife**

Interdisciplinary project with chapter no IV of History “Forest, Society and Colonialism

**Learning Outcomes- -Refer annexure II**

## **Chapter-6. Population**

**Learning Outcomes-** The students will be able to

- Analyse and infer the reasons behind the uneven distribution of population in India with specific reference to UP & Rajasthan and Mizoram and Karnataka
- Enlist the factors that affect the population density

## **Political Science-Democratic Politics - I**

### **Chapter 1- What is Democracy? Why Democracy?**

**Learning Outcomes-** The students will be able to

- Examine the concept of structural components of Democracy and its forms/ features.

- Compare and Contrast working of democracies of India and some other countries and discuss differences and similarities in each country.
- Analyse and infer on the different historical processes and forces that have contributed for the promotion of democracy

## **Chapter 2- Constitutional Design**

**Learning Outcomes-** The students will be able to

- Discuss and describe the situation that led to creation of Indian Constitution
- Enumerate the essential features that need to be kept in mind while drafting a constitution.
- Examine the guiding values that created the Indian constitution
- Comprehend the roles and responsibilities as citizens of India.

## **Chapter 3- Electoral Politics**

**Learning Outcomes-** The students will be able to

- Analyse the implications of power of vote and power of recall.
- Summarise the essential features of the Indian Electoral system.
- Examine the rationale for adopting the present Indian Electoral System.

## **Chapter 4- Working of Institutions**

**Learning Outcomes-** The students will be able to

- Examine the roles, responsibilities, and interdependency of all the 3 organs of the Government.
- Appreciate the parliamentary system of executive's accountability to the legislature.
- Summarise and evaluate the rule of law in India.

## **Chapter 5- Democratic Rights**

**Learning Outcomes-** The students will be able to

- Summarise the importance of fundamental rights and duties in the light of the nation's glory.
- Analyse and recognise the role of a responsible citizen while performing their prescribed duties versus claiming rights.

# **ECONOMICS**

## **Chapter 1- The Story of Village Palampur**

**Learning Outcomes-** The students will be able to

- Enlist the requirements of production and comprehend the interdependence of these requirements.
- Correlate farming and non-farming activities to economic growth.
- Comprehend how the significance of conditions of farming and the factors of production impact economic development.
- Find solutions to foster an equitable society.

## Chapter 2- People as Resource

**Learning Outcomes-** The students will be able to

- Evaluate the reasons that contribute to the quality of population.
- Observe different government schemes and see their effect on the people there.

## Chapter 3- Poverty as a Challenge

**Learning Outcomes-** The students will be able to

- Comprehend the reasons for poverty in the rural and urban areas.
- Evaluate the efficacy of the government to eradicate poverty.
- Correlate the link between education and poverty.

## Chapter 4- Food Security in India

**Learning Outcomes-** The students will be able to

- Comprehend various aspects of food security that will ensure continuity of supply
- Enumerate the different features of PDS that directly address FSI.
- Analyse and infer the impact of the Green Revolution.
- Analyse causes and effect of famines in food security during pre and post independent India.

### CLASS IX (2025-26) MAP WORK

Subject	Chapter	List of Areas to be located /labeled/identified on the map
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
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></ul>

		<ul style="list-style-type: none"> <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 - Indus, Ganges &amp; Sutlej</li> <li>● The Peninsular Rivers – The Narmada, The Tapi, 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>

**Note-** The Maps available in the website of Govt. of India may be used.

**CLASS IX (2025-26)**  
**INTERNAL ASSESSMENT: 20 MARKS**

Type of Assessment	Description	Marks
Periodic Assessment	Pen Paper Test	5
Multiple Assessment	Quiz, debate, role play, viva-voce, group discussion, visual expression, interactive bulletin boards, gallery walks, exit cards, concept maps, peer assessment, self- assessment etc. through interdisciplinary project	5
Subject Enrichment Activity	Project work (Interdisciplinary)-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**  
**PRESCRIBED 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