

# JKBOSE Class 9 Social Science Syllabus

## SOCIAL SCIENCE

The social studies of class 9th will have 5 components covering all areas of the social environment a student experience is his day to day life. The social studies will contain content related to the following areas- History, Geography, Political Science, Economics, Disaster management. The distribution of marks in each term and each unit will be as under.

S.No.	Name of component	Term I	Term II	Total marks
1	History	30 marks	30 marks	60 marks
2	Geography	30 marks	30 marks	60 marks
3	Political Science	20 marks	20 marks	40 marks
4	Economics	10 marks	10 marks	20 marks
5	Disaster management	10 marks	10 marks	20 marks

Marks = 200

## HISTORY

### AIMS :

1. To arouse interest and enthusiasm for the study of the past.
2. To promote the acquisition of knowledge and understanding of human activity in the past, linking it, as appropriate, with present.
3. To ensure the candidate's knowledge is rooted in an understanding of the nature and use of historical evidences.
4. To help towards an understanding of the development, over time of social and cultural values.
5. To promote understanding of the nature of cause and consequences, continuity and change, similarity and difference.
6. To promote understanding of these aspect of Indian historical development which are necessary to know and understand.

### DOMAINS:

#### (Assessment Objectives)

Student should be able to:

1. Recall, select and use relevant information and communicate it in a coherent form.
2. To Demonstrate understanding of historical terminology and concept/(cause and Consequences, change and continuity, similarity and difference).
3. To interpret and evaluate a wide range of historical sources and their use as evidence viz.
  - (i) To comprehend
  - (ii) To distinguish between fact, opinion and judgement.
  - (iii) To indicate deficiencies, such as gaps and inconsistencies.
  - (iv) To indicate deficiencies, such as gaps and inconsistencies.
  - (v) To detect bias.
  - (vi) To compare and contrast range of sources and to reach conclusions based upon their use as evidence.

## GEOGRAPHY

### AIMS :

The aims are to encourage students to develop:

1. A sense of place and an understanding of relative location on a local, regional and global scale.
2. An awareness of the characteristics and distribution of a selection of contrasting physical and human environments.
3. An understanding of some of the processes affecting the development of such environments.
4. An understanding of the special effects of the ways in which people interact with each other and with their environments.
5. An understanding of different communities and cultures throughout the world and an awareness of the contrasting opportunities and constraints presented by different environments.

### DOMAINS :

The four domains in Geography are:

- A. Knowledge with understanding.
- B. Analysis
- C. Judgment and decision making.
- D. Investigation. (enquiry skills, practical skills and presentation skills).

A description of each domain follows:

#### A. Knowledge with understanding:

1. The wide range of processes, including human actions, contributing to the development of:
  - (a) The Physical, economic, social, political and cultural environments and their associated effects on the landscapes.
  - (b) Special patterns and interactions which are important with such environments.
2. To inter-relationships between people's activities, the total environment and an ability to seek explanation for them.
3. The importance of scale (whether local, regional or global) and the time at which special distribution and the working of systems are considered.
4. The changes which occur through time in places, landscapes and special distributions.

#### B. Analysis:

Students should be able to:

1. Select, organise, present and interpret geographical data.
2. Use and apply geographical knowledge and understanding on verbal numerical diagrammatic, pictorial and graphical form.
3. Use geographical data to recognize patterns in such data and to deduce relationships.

#### C. Judgment and Decision making:

- I Through their geographical training students should be able to reason, make judgments, (including evaluation and conclusions) which demonstrate where appropriate.

1. An aesthetic and a concern for landscape and the environment.
  2. A sensitivity and a concern for landscape and the environment.
  3. An appreciation of the attitudes, values and beliefs of others in cultural, economic, environmental, political and social issues which have geographical dimensions.
  4. An awareness of the contrasting opportunities and constraints of people living in different places and under different physical and human conditions.
  5. A willingness to review their own attitudes.
- II. Recognize the role of decision making within a geographical context as affected by:
1. The physical and human context in which decisions are made.
  2. The values and perceptions of groups of individuals.
  3. The choices available to decision making and the influences and constraints within which they operate.
  4. Investigations (Enquiry, practical and presentation skills)
- III. Students will be expected to demonstrate the ability to:
- Select and use suitable basic techniques for observing, collecting, classifying

## POLITICAL SCIENCE

### Rationale:

Following an elementary introduction to the Social and Political life in Classes VI to VIII, the process of understanding, critical reflection and analysis of the political life is taken to a higher level at the secondary stage.

**Political Science** at this stage introduces the young learners to the political phenomenon by taking up the central theme of Democratic Politics.

The course seeks to introduce the students to the Constitution of India, without getting into technicalities of the constitutional provisions.

The course has been structured to give students a basic orientation and opportunities to reflect and debate on their own experience and values in relation to the Indian Constitution and democratic politics.

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It would further develop their capacities and skills to weave interconnections between the personal and the political, the national and the international realms of democratic way of life.

### Learning Objectives:

#### Unit I. Democracy in contemporary world

- Develop a comparative historical sense of the spread of democracy.
- Analyze the functioning of global institutions such as UN.
- Skills of comparison and evaluation.

#### Unit II. What is Democracy? Why Democracy?

- Develop conceptual skills of defining democracy.
- Understand how different historical processes and forces have promoted democracy.
- Developing a sophisticated defence of democracy against common prejudices.

### Unit III. Constitutional Design

- Develop a historical sense of the choice and nature of democracy in India.
- Introduction to the process of Constitution making.
- Develop respect for the Constitution and appreciation for Constitutional values.
- Recognise that constitution is a living document that undergoes changes.

### Unit IV. Electoral Politics

- Introduce the idea of representative democracy.
- Familiarize with our electoral system and reasons for choosing this.
- Develop an appreciation of citizen's increased participation in electoral politics.
- Recognise the significance of the Election Commission.

### Unit V. Working of Institutions

- Provide an overview of central governmental structures.
- Sensitise to the key role of the Parliament and its procedures.
- Distinguish between nominal and real executive authorities and functions.
- Understand the parliamentary system of executive's accountability to the legislature.

### Unit VI. Democratic Rights

- Develop citizens awareness of their rights.
- Introduction to and appreciation of the Fundamental Rights.
- Recognition of the ways in which these rights are exercised and denied in real life situations.
- Enforceability of the Fundamental Rights through Supreme Court and High Courts.

## TERM -I

## HISTORY

20 Marks

### Unit I event and processes

(i) The French Revolution

Ancient Regime and its crisis. Circumstances that led to the revolution. Different revolutionary groups and ideas of the time, its impact.

Or

(ii) Socialism in Europe and the Russian Revolution

Crisis of Tzarism, Nature of Social movements, between 1905 and 1917, First World War and Foundation of Soviet State, its impact. **10 Marks**

(iii) Rise of Nazism.

Growth of Social democracy, Crisis in Germany, Basis of Hitler, rise to power, Ideology and impact of Nazism. **10 Marks**

(iv) Modern Jammu and Kashmir State.

Foundation of J & K State, Administration under Dogra's Socio-Economic Development, Clothing in the State. **10 Marks**

## GEOGRAPHY

30 Marks

### 1. India, size and location

- (a) Indian and the world
- (b) India and the Neighbours
- (c) Geographical Regions with special reference to J & K State.

10 Marks

### 2. Physical features of India

- (a) The Himalayan Mountains
- (b) The Northern Plains
- (c) The Peninsular Plateau
- (d) The Indian Desert
- (e) The Coastal Plains
- (f) The Islands
- (g) Major physical divisions of J & K State.

10 Marks

### 3. Drainage

- (a) Drainage system in India
- (b) The Indus River System
- (c) Ganga River System
- (d) Brahmaputra River System
- (e) Peninsular River System
- (f) Narmada Basin
  - Tapi, Godavari
  - The Mahanadi Basin
  - The Krishna Basin
  - Cauvery Basin
- River Pollution, Lakes in J & K State.

10 Marks

## POLITICAL SCIENCE.

20 Marks

### Unit I. Democracy in contemporary world

(6 Marks)

- 1.1 Two tales of Democracy
- 1.2 The changing map of Democracy
- 1.3 Phases in the expansion of Democracy
- 1.4 Democracy at the global level

### Unit II. What is Democracy; Why Democracy?

(6 Marks)

- 2.1 What is Democracy?
- 2.2 Features of Democracy
- 2.3 Why Democracy?
- 2.4 Broader meaning of Democracy

### Unit III. Constitutional Design

(8 Marks)

- 3.1 Democratic Constitution in South Africa
- 3.2 Why do we need a Constitution?
- 3.3 Making of the Indian Constitution
- 3.4 Guiding values of the Indian Constitution

## ECONOMICS

10 Marks

### Chapter 1: Money and Banking

- 1.1 Money as a medium of exchange; Modern forms of Money-Currency, Plastic Money-Debit Card, Credit Card. What is a Bank; Types of Banks; Deposits with Commercial Banks-Saving Account, Term Deposits, Recurring Account; Loan and credit activities of Banks.
- 1.2 Banking and the common man: Opening of Saving accounts in Bank; Depositing and withdrawing money from saving accounts in Bank, Role of Post Office in savings.

## DISASTER MANAGEMENT

10 Marks

### Chapter 1. Natural Disasters

- 1.1 Meaning of Hazard, Disaster and Mitigation.
- 1.2 Natural Disasters: General concept.
- 1.3 Effects and Mitigation measures of the following natural disasters common in J&K state- Earthquakes, landslides, snow avalanches, floods, droughts and cloud burst.

## TERM-II HISTORY

### Unit II

30 Marks

#### Livelihood, Economics and Societies

- (i) Forest Society and Coloniasim-Deforestation, Commercial forestry-effects.

OR

- (ii) Pastoralists in the Modern world-life of pastoralists, Impact of colonial rule on pastoralists
- (iii) Peasants and farmers, Capitalism and Agriculture

10 Marks

10 Marks

### Unit III

#### Everyday Life, Culture and Politics

- (i) History and sports-The story of Cricket.

OR

- (ii) Clothing-A social History-Society and clothing.

10 Marks

## GEOGRAPHY

30 Marks

### 1. Climate

- (a) Climate Sector
- (b) Climate control
- (c) Pressure and winds
- (d) Upper Air Circulation
- (e) Western Cyclonic Disturbances
- (f) The Indian Monsoons
  - The Cold Weather season
  - Hot weather seasons
  - Transition seasons
  - Distribution of rainfall

Monsoons as unifying bond

Climate reference of J&K State

### 2. Natural Vegetation and Wild Life

- (a) Relief, Climate, Precipitation
- (b) Types of vegetation
  - (a) Tropical Evergreen forests
  - (b) Tropical deciduous forests
  - (c) Tropical thorns and scrubs
  - (d) Montane forests
  - (e) Man grove forests

### B. Wild life, classification of vegetation in J&K State.

13 Marks

### 3. Population-Size & Distribution

- India's Population and Distribution by density
- Population Growth and process of population change
  - (a) Age composition
  - (b) Sex Ratio
  - (c) Occupational Structure
  - (d) Literacy
  - (e) Health
  - (f) Adolescence population
  - (g) National Population Policy
  - (h) Population of J&K State

## POLITICAL SCIENCE

20 Marks  
(8 Marks)

### Unit IV. Electoral Politics

- 4.1 Why Election?
- 4.2 What is our system of Elections?
- 4.3 What makes elections in India Democratic?
- 4.4 Acceptance of election outcome.

### Unit V. Working of Institutions

(6 Marks)

- 5.1 How is a Major Policy Decision Taken?
- 5.2 Parliament
- 5.3 Political Executive
- 5.4 The Judiciary

### Unit VI. Democratic Right

(6 Marks)

- 6.1 Rights in a Democracy
- 6.2 Rights in the Indian Constitution
- 6.3 Guarantee of Fundamental Rights
- 6.4 Expanding Scope of Democracy

## ECONOMICS

10 Marks

### Chapter II : Understanding the Indian Economy

- 2.1 Salient features of Indian Economy: Economic activities- Primary, Secondary, tertiary activities; What is Gross Domestic product; Sectoral share in Gross Domestic product- Agriculture and allied, Industry and Services;
- 2.2 People as a Resource: Factors determining *Quality of Population*; *Unemployment*-meaning & types; *Poverty*-Nature, meaning of poverty line, cause of poverty, Anti poverty measures- National rural employment guarantee act (NREGA 2005), National Food for work Programme (NFWP), Prime minister rozgar yojana (PMRY), rural employment generation programme (REGP), Swarnajayanti gram swarozgar yojana (SGSY), Antodaya anna yojana (AAY), Meaning of Food security.

## DISASTER MANAGEMENT

10 Marks

### Chapter 2: Man, Made Disasters

- 2.1 Man-made Disasters: General concept.
- 2.2 Effect and Mitigation measures of the following Disasters common in J&K state:- Fire, Environmental degradation, transport accidents, Chemical/industrial accidents.

### Suggested Activities for Students:

The school can organize Training and Mock drills for Rescue operation, fire fighting and first aid for students, in collaboration with the following agencies:

1. J&K Fire and Emergency Services
2. Civil Defence
3. SDRF (State Disasters Response Force)
4. Medical experts

### Assessment of Second Term Course

The assessment of First Term and Second Term Course shall be made through one Unit tests and Term tests as envisaged in the Continuous and Comprehensive Evaluation Scheme, introduced by the Board

## Course Work

Every regular student shall be required to produce two pieces of course work, one in History, and Political Science and one in Geography for each Term. The topic, theme for each such work will be selected from the syllabus contents to produce and essays a report of about 500-800 words to be assessed in grades

Allocation of marks for Unit/Term Test (s)

Each Term shall be tested for 100 marks separately. Details of weightage assigned to different types of question are given below:

### First Term 100 Marks

#### Ist Unit Test 20 Marks

- |                         |          |
|-------------------------|----------|
| (i) History             | 06 Marks |
| (ii) Geography          | 06 Marks |
| (iii) Political Science | 04 Marks |
| (iv) Economics          | 02 Marks |
| (v) Disaster Management | 02 Marks |

#### 2nd Unit Test 20 Marks

- |                         |          |
|-------------------------|----------|
| (i) History             | 06 Marks |
| (ii) Geography          | 06 Marks |
| (iii) Political Science | 04 Marks |
| (iv) Economics          | 02 Marks |
| (v) Disaster Management | 02 Marks |

#### First Term Test 60 Marks

- |                         |          |
|-------------------------|----------|
| (i) History             | 18 Marks |
| (ii) Geography          | 18 Marks |
| (iii) Political Science | 12 Marks |
| (iv) Economics          | 06 Marks |
| (v) Disaster Management | 06 Marks |

### Type of question to be set in History

Two 05 marks long answer questions with Internal and parallel choice	= 2 × 5	= 10 marks
One 03 marks short answer questions	= 3 × 1	= 03 marks
Two 02 marks very short answer questions	= 2 × 2	= 04 marks
One 01 mark objective question	= 1 × 1	= 01 marks

### Same type of questions will be set in Geography as in History

#### Type of question to be set in Political Science

One 05 marks long answer questions with Internal and parallel choice	= 1 × 5	= 05 marks
One 03 marks short answer questions	= 1 × 3	= 03 marks
Two 01 marks very short answer questions	= 2 × 1	= 02 marks
Two 01 marks objective question	= 2 × 1	= 02 marks

### Type of question to be set in Disaster Management and Economics

Two 03 marks short answer questions (One from disaster and economics each)	= 2 × 3	= 06 marks
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Two 02 marks very short answer questions =  $2 \times 2$  = 04 marks  
 (Two each from economics and disaster management)  
 Two 01 mark objective question =  $2 \times 1$  = 02 marks  
 (One each from economics and disaster management)

**Second Term** **100 marks**

**3rd Unit Test** **20 Marks**

(i) History 06 Marks  
 (ii) Geography 06 Marks  
 (iii) Political Science 04 Marks  
 (iv) Economics 02 Marks  
 (v) Disaster Management 02 Marks

**Second Term Test:** **80 Marks**

(i) History 24 Marks  
 (ii) Geography 24 Marks  
 (iii) Political Science 16 Marks  
 (iv) Economics 08 Marks  
 (v) Disaster Management 08 Marks

**Type of questions to be set in History**

Two 05 marks long answer questions with  
 Internal and parallel choice =  $2 \times 5 = 10$  marks  
 Three 03 marks short answer questions =  $3 \times 3 = 09$  marks  
 Two 02 marks very short answer questions =  $2 \times 2 = 04$  marks  
 One 01 marks objective question =  $1 \times 1 = 01$  marks

**Same type of questions will be set in Geography as in History**

**Type of question to be set in Political Science**

One 05 marks long answer questions with  
 Internal and parallel choice =  $1 \times 5 = 05$  marks  
 Two 03 marks short answer questions =  $2 \times 3 = 06$  marks  
 Three 01 marks very short answer questions =  $3 \times 1 = 03$  marks  
 Two 01 marks objective question =  $2 \times 1 = 02$  marks

**Type of question to be set in Disaster Management and Economics**

Two 04 marks long answer questions with internal and parallel choice =  $02 \times 04 = 08$   
 (One questions each to be set from economics & disaster managment)  
 Two 03 marks short answer questions =  $02 \times 03 = 06$   
 (One questions each to be set from economics & disaster managment)  
 Two 01 marks objective questions =  $02 \times 01 = 02$   
 (One questions each to be set from economics & disaster managment)

**Book Prescribed**

1. A textbook of History
2. Political Science for class IX
3. Geography for class IX
4. A textbook of Economics and Disaster Management  
 published by Jammu and Kashmir State of School Education