



SOCIAL SCIENCE

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 in understanding the environment in its totality and developing a broader perspective and an empirical, reasonable and humane outlook. This is of crucial importance because it helps 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.

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.

Objectives

The main objectives of this syllabus are to:

- develop an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved
- make learners realise 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 with appropriate connections to world development
- deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation of 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, their interactive processes and effects on the future quality of people's lives
- 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
- 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
- develop scientific temperament by promoting the spirit of enquiry and following a rational and objective approach in analyzing and evaluating 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’ problems
- develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

COURSE STRUCTURE SOCIAL SCIENCE

Time: 3 Hrs.

Max. Marks: 100

Theory :85 Internal Assessment including Project Work :15

S.No.	Titles	Periods	Marks	
			Theory (External)	Internal Assessment
I	India and the Contemporary World – I	60	25	
II	Contemporary India – I	55	25	
III	Democratic Politics – I	50	25	
IV	(i) Economics	50	10	
	(ii) Disaster Management & Road Safety Education		-	15
Note: The Internal Assessment of 15 Marks shall be from Disaster Management & Road Safety Education to be evaluated as internal school based assignments by the concerned subject Teacher.		215	85	15

COURSE CONTENT



Title 1: India and the Contemporary World – I (HISTORY)			
Themes (Units)	Learning Objectives	Periods	Marks
<p>Section 1: Events and Processes:(All the three themes are compulsory)</p> <p>1. The French Revolution:</p> <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 	<p>In each of the themes in this unit students would get familiarized with distinct ideologies, extracts of speeches, political declarations, as well as the politics of caricatures, posters and engravings. Students would learn how to interpret these kinds of historical evidences.</p> <ul style="list-style-type: none"> ❖ Would learn how to interpret these. 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. 	12	06
<p>2. Socialism in Europe and the Russian Revolution:</p> <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 Russia Revolution and the USSR 	<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. 	12	06



<p>3. Nazism and the Rise of Hitler:</p> <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 	<ul style="list-style-type: none"> ❖ Discuss the critical significance of Nazism in shaping the politics of modern world. ❖ Get familiarized with the speeches and writings of Nazi Leaders. 	<p>10</p>	<p>04</p>
<p>Section 2: Livelihoods, Economies and Societies:</p> <p>Note : Student can read Any one theme of the following (4and 5):</p> <p>4. Forest Society and Colonialism:</p> <ul style="list-style-type: none"> • Why Deforestation? • The Rise of Commercial Forestry • Rebellion in the Forest • 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>10</p>	
<p>5. Pastoralists in the Modern World:</p> <ul style="list-style-type: none"> • Pastoral Nomads and their Movements • 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. ❖ Analyze the impact of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets on pastoralism in the modern world. 	<p>08</p>	<p>05</p>



Section 3 Case Study			
6. Integration of Princely States: A Case Study of Jammu and Kashmir <ul style="list-style-type: none"> • Accession of J&K • Events leading to Accession • Tribal invasion • Formation of J&K's Constituent Assembly 	<ul style="list-style-type: none"> ❖ Understanding the Accession. ❖ Causes of Accession ❖ Knowledge of events leading to Accession of erstwhile State of J&K with the Union of India 	08	04
Total(A)		60	25
Contemporary India – I (GEOGRAPHY)			
Themes (Units)	Learning Objectives	Periods	Marks
1. India <ul style="list-style-type: none"> • Size and Location • India and the World • India's Neighbours 	<ul style="list-style-type: none"> ❖ Identify the location of India in the Indian subcontinent. 	08	03
2. Physical Features of India: <ul style="list-style-type: none"> • Major Physiographic Divisions 	<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. 	08	03
3. Drainage: <ul style="list-style-type: none"> • Major rivers & tributaries • Lakes • Role of rivers in the economy <ul style="list-style-type: none"> • Pollution of rivers 	<ul style="list-style-type: none"> ❖ Identify the river systems of the country and explain the role of rivers in the human society. 	08	03



<p>4. Climate:</p> <ul style="list-style-type: none">· Concept· Climatic Controls· Factors influencing India's climate· The Indian Monsoon· Distribution of Rainfall· Monsoon as a unifying bond	<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.	08	05
<p>5. Natural Vegetation and Wild Life:</p> <ul style="list-style-type: none">• Factors affecting Vegetation• Vegetation types• Wild Life• Conservation	<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.	08	05



<p>6. Population:</p> <ul style="list-style-type: none"> • Size • Distribution • Population Growth and Process of Population Change 	<ul style="list-style-type: none"> ❖ Analyse the uneven nature of population distribution and show concern about the large size of our population. ❖ Identify the different occupations of people and explain various factors of population change. ❖ Explain various dimensions of National Population Policy and understand the needs of adolescents as underserved group. 	08	04
<p>7. Geography of Jammu & Kashmir and Ladakh</p> <ul style="list-style-type: none"> • Physiography • Drainage, Climate, Soil • Natural Vegetation and Wild life 	<ul style="list-style-type: none"> ❖ Understanding different Physiographical, Climatological aspects and land forms of J&K and Ladakh. 	07	02
Total(B)		55	25

Democratic Politics – I (POLITICAL SCIENCE)

Themes(Chapters)	Learning Objectives	Periods	Marks
<p>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. 	07	03



<p>2. 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. 	11	06
<p>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. 	11	06
<p>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. 	08	04



<p>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 safeguarding rights. 	08	03
<p>6. Electoral Politics in Erstwhile State of Jammu and Kashmir</p> <p>Electoral process and its concepts</p> <p>Electoral trends in Jammu and Kashmir</p>	<ul style="list-style-type: none"> ❖ Concept of electoral process and its nature in Erstwhile State of Jammu & Kashmir ❖ Knowledge about the Electoral trends and behaviour. 	05	03
Total(C)		50	25
Economics, Disaster Management & Road Safety Education			
Themes(Chapters)	Learning Objectives	Periods	Marks (10 External+ 15 Internal Assessment)
<p>Section-I(Economics)</p> <p>1. Money and Banking</p> <ul style="list-style-type: none"> • Money as medium of exchange, • Modern forms of money, Banking & common Man. 	<ul style="list-style-type: none"> ❖ Money as a means of exchange Modern forms of money ❖ Concept of a bank and types of bank deposits ❖ How to open and operate a Savings Bank Account ❖ Credit and loan facilities of a bank ❖ Role of post office in savings. 	12	04



<p>2. Understanding the Indian Economy</p> <ul style="list-style-type: none"> • Salient features of Indian Economy • What is GDP? • Indicators of Development. Anti-poverty measures. 	<ul style="list-style-type: none"> ❖ People as a resource ❖ Unemployment and its types ❖ Concept of poverty ❖ Some anti-poverty measures taken by the GoI. ❖ Food security and PDS in India. 	12	06
Section-II(Disaster Management)			
<p>3. Natural Disasters</p> <ul style="list-style-type: none"> • Disaster; Classification effects and mitigation measures <p>4. Man Made Disasters</p> <ul style="list-style-type: none"> • Fire: • Its effects and Mitigation measures • Environmental degradation: its causes and mitigation measures. • Transport accidents, types effects and mitigation measures. • Chemical and Industrial Disaster <p><i>(To be assessed as Internal Assessment)</i></p>	<ul style="list-style-type: none"> ❖ Knowledge of the Natural Disasters. ❖ Knowledge about the preparedness and mitigation measures about the natural Disasters. ❖ Disasters due to human-activities and their controlling measures. ❖ How to prevent accidents. ❖ Industries as a source of disasters. 	08	05
<p>Section-III(Road Safety Education)</p> <p>5. Road Safety Education (Part-I)</p> <ul style="list-style-type: none"> • Good and Safe Habits • Traffic Lights & Road Signs <p><i>(To be assessed as Internal Assessment in the form of Project Work).</i></p>	<ul style="list-style-type: none"> ❖ Concept, need and importance of road safety. ❖ Understanding of road safety rules and signages. <p>(Note: * P.W means Project work)</p>	10	05(P.W)*
Total(D)		50	25
Grand Total(A+B+C+D)		215	85(External)+ 15 (Internal Assessment)



Project Work Class IX

10 Periods

05 Marks

1. Every student has to compulsorily undertake project work on the theme “**Road Safety Education**”.
2. The overall objective of the Project work is to help students gain an insight and pragmatic understanding of the theme. It should also help in enhancing the life skills of the students.
3. Students may go out for collecting Data and use different primary and secondary resources to prepare the project. If possible, various forms of art may be integrated in the Project work.
4. The distribution of marks over different aspects relating to Project Work is as follows:

SNo	Aspects	Marks
a	Content accuracy, originality and analysis	2
b	Presentation and creativity	2
c	Viva Voce	1

5. The projects carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.
6. All documents pertaining to assessment under this activity should be meticulously maintained by concerned schools.
7. A Summary Report should be prepared highlighting:
 - Objective realized through individual work and group interactions;
 - Calendar of activities;
 - Innovative ideas generated in the process;
 - List of questions asked in viva voce.
8. 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.
9. The Project Report should be handwritten by the students themselves.



INTERNAL ASSESSMENT

	Marks	Description	
Periodic Assessment (Disaster Management)	10		
		1. Pen Paper Test	04 marks
		2. Assessment using multiple strategies like Quiz, debate, role-play, viva, group discussion etc.	04 marks
		3. Portfolio(Class work)	02 Marks
Subject Enrichment Activity (Road safety Education)	05	Project work	

Note: The Internal School Based Assessment shall be from Disaster Management & Road Safety Education with the total weightage of 15 Marks comprising of 10 Marks for periodic internal assessment from Disaster Management and 05 Marks for internal project work from Road Safety Education.

Prescribed Books:

- 1- A textbook of History for Class 9th (India and the Contemporary World-I)
- 2- A textbook of Geography for Class 9th (Contemporary India-I)
- 3- A textbook of Political Science for Class 9th (Democratic Politics-I)
- 4- A textbook of Economics, Disaster Management, and Road Safety Education for Class 9th

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