

**SESSION: 2025-26**  
**ANNUAL COURSE STRUCTURE**  
**CLASS: IX**  
**Subject: SOCIAL SCIENCE (SUB Code: 087)**

No.	Book	Marks
I	India and the Contemporary World – I	18+ 2(Map Pointing) =20
II	Contemporary India – I	17 + 3(Map Pointing) =20
III	Democratic Politics – I	20
IV	Economics	20
<b>Total</b>		<b>80</b>
<b>Internal Assessment</b>		<b>20</b>
<b>Grand Total</b>		<b>100</b>

Book	Chapter No and Name	Learning Outcome
India and the Contemporary World – I	<b>Chapter-1: The French Revolution</b>	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>❖ Infer how the French Revolution had an impact on the European countries in the making of nation states in Europe and elsewhere.</li> <li>❖ Illustrate that, the quest for imperialism triggered the First World War.</li> <li>❖ Examine various sources to address imbalances that may lead to revolutions.</li> </ul>
India and the Contemporary World – I	<b>Chapter-5: Pastoralists in the Modern world (To be assessed in Periodic Assessment/ Mid Term Exam only)</b>	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>❖ Examine the situations that have created nomadic societies highlighting the key factors played by the climatic conditions and topography.</li> <li>❖ Analyse varying patterns of developments within pastoral societies in different places in India.</li> <li>❖ Comprehend the impact of colonialism on Pastoralists in India and Africa.</li> </ul>
Democratic Politics – I	<b>Chapter-1: What is Democracy? Why Democracy?</b>	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>❖ Examine the concept structural components of democracy and its forms/ features.</li> <li>❖ Compare and Contrast working of democracies of India and North Korea and infer on their differences and significance in each country.</li> <li>❖ Analyse and infer on the different historical processes and forces that have contributed for the promotion of democracy</li> </ul>
Democratic Politics – I	<b>Chapter-2: Constitutional Design</b>	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>❖ Discuss and describe the situation that led to creation of Indian Constitution</li> <li>❖ Enumerate the essential features that need to be kept in mind while drafting a constitution.</li> </ul>

		<ul style="list-style-type: none"> <li>❖ Examine the guiding values that created the Indian constitution</li> <li>❖ Comprehend the roles and responsibilities as citizens of India.</li> </ul>
Contemporary India – I	<b>Chapter-1: India - Size and Location</b>	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>❖ Examine how the location of an area impacts its climate and time with reference to longitude and latitude.</li> <li>❖ Explore and analyses the trading and cultural relationships of India with its neighbouring countries.</li> <li>❖ Evaluate the situation &amp; reasons that made 82.5° E longitude as Time meridian of India.</li> <li>❖ Examine how location of India enables its position as a strategic partner in the subcontinent.</li> <li>❖ Justify the reasons for the differences in climatic conditions, local and standard time.</li> </ul>
Contemporary India – I	<b>Chapter-2: Physical Features of India</b>	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>❖ Justify how the Physical Features of India influences the livelihoods, culture, and the biodiversity of the region.</li> <li>❖ Examine the geological process that played a crucial role in the formation of diverse physical features in India.</li> <li>❖ Analyse the conditions and relationships of the people living in different physiographic areas.</li> </ul>
Contemporary India – I	<b>Chapter-3: Drainage</b>	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>❖ Examine the information about different lakes and infer on their contribution to Indian ecology.</li> <li>❖ Present creative solutions to overcome the water pollution and also to increase the contribution of water bodies to the Indian economy.</li> <li>❖ Identify the river systems of the country and explain the role of rivers in human society.</li> </ul>
Economics	<p><b>Chapter-1: The Story of Village Palampur</b></p> <p><b>(To be assessed in Periodic Assessment/ Mid Term Exam only)</b></p>	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>❖ Enlist the requirements of production and comprehend the interdependence of these requirements.</li> <li>❖ Correlate farming and non-farming activities to economic growth.</li> <li>❖ Comprehend how the significance of conditions of farming and the factors of production impact economic development.</li> <li>❖ Find solutions to foster an equitable society.</li> </ul>
Economics	<b>Chapter-2: People as Resource</b>	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>❖ Evaluate the reasons that contribute to the quality of population.</li> <li>❖ Observe different government schemes and see their effect on the people there.</li> </ul>

- ❖ **Note: Above mentioned Syllabus is to be completed by 06 September 2025.**
- ❖ **Revision of syllabus for Mid Term Examination.**

**Mid Term Examination 2025**

<b>Book</b>	<b>Chapter No and Name</b>	<b>Learning Outcome</b>
India and the Contemporary World – I	<b>Chapter-2: Socialism in Europe and the Russian Revolution</b>	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>❖ Compare the situations that led to the rise of Russian and French Revolutions.</li> <li>❖ Examine the situations that led to the establishment of Lenin’s communism and Stalin’s collectivization.</li> <li>❖ Analyse the role played by the varied philosophers and leaders that shaped the revolution.</li> </ul>
India and the Contemporary World – I	<b>Chapter-3: Nazism and the Rise of Hitler</b>	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>❖ Analyse the role of “Treaty of Versailles” in the rise of Hitler to power.</li> <li>❖ Analyse the genocidal war waged against the “undesirables” by Hitler.</li> <li>❖ Compare and contrast the characteristics of Hitler and Gandhi.</li> </ul>
India and the Contemporary World – I	<b>Chapter-4: Forest Society and Colonialism</b>	<ul style="list-style-type: none"> <li>• Refer Annexure II</li> </ul> <p><b>(Interdisciplinary project with chapter-5 of Geography, “Natural Vegetation and Wildlife” as part of multiple assessment)</b></p>
Democratic Politics – I	<b>Chapter-3: Electoral Politics</b>	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>❖ Analyse the implications of power of vote and power of recall.</li> <li>❖ Summarize the essential features of the Indian Electoral system.</li> <li>❖ Examine the rationale for adopting the present Indian Electoral System.</li> </ul>
Democratic Politics – I	<b>Chapter-4: Working of Institutions</b>	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>❖ Examine the roles, responsibilities, and interdependency of all the three organs of the Government.</li> <li>❖ Appreciate the parliamentary system of executive’s accountability to the legislature.</li> <li>❖ Summarize and evaluate the rule of law in India.</li> </ul>
Democratic Politics – I	<b>Chapter-5: Democratic Rights</b>	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>❖ Summarize the importance of fundamental rights and duties in the light of the nation’s glory.</li> <li>❖ Analyse and recognise the role of a responsible citizens while performing their prescribed duties versus claiming rights.</li> </ul>
Contemporary India – I	<b>Chapter-4: Climate</b>	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>❖ Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent.</li> <li>❖ Analyse the temperatures between plateau region, Himalayan region, desert region and coastal region.</li> <li>❖ Enumerate and summarize the reasons for the wide difference between temperatures at different geographical locations of India.</li> </ul>
Contemporary India – I	<b>Chapter-5: Natural Vegetation and Wild life</b> <b>(Only Map Pointing to be evaluated in the Annual Examination.)</b>	<ul style="list-style-type: none"> <li>• Refer annexure II</li> </ul> <p><b>(Interdisciplinary project with history Chapter-4: “Forest Society and Colonialism” as part of multiple assessment)</b></p>

Contemporary India – I	<b>Chapter-6: Population</b>	<b>The students will be able to</b> <ul style="list-style-type: none"> <li>❖ Analyse and infer the reasons behind the uneven distribution of population in India with specific reference to UP &amp; Rajasthan and Mizoram and Karnataka</li> <li>❖ Enlist the factors that affect the population density.</li> </ul>
Economics	<b>Chapter-3: Poverty as a Challenge</b>	<b>The students will be able to</b> <ul style="list-style-type: none"> <li>❖ Comprehend the reasons of poverty in the rural and urban areas.</li> <li>❖ Evaluate the efficacy of government to eradicate poverty.</li> <li>❖ Co-relate the link between education and poverty.</li> </ul>
Economics	<b>Chapter-4: Food Security in India</b>	<b>The students will be able to</b> <ul style="list-style-type: none"> <li>❖ Comprehend various aspects of food security that will ensure continuity of supply to the masses.</li> <li>❖ Enumerate the different features of PDS that directly address FSI.</li> <li>❖ Analyse and infer the impact of Green Revolution.</li> <li>❖ Analyse the causes and impact of famines/disasters in food security during pre and post independent India.</li> </ul>

**Note:**

- ❖ **Above mentioned Syllabus is to be completed by 31 January 2026.**
- ❖ **Revision of Syllabus for Annual Examination.**
- ❖ **Whole syllabus will be evaluated in Annual Examination.**

**Annual Examination 2026**

(Above mentioned syllabus is based upon the CBSE syllabus dated 28-03-2025.)

<b>Content</b>	<b>Web Link</b>
<b>Curriculum</b>	<a href="https://cbseacademic.nic.in/curriculum_2026.html">https://cbseacademic.nic.in/curriculum_2026.html</a>
<b>NCERT Textbook</b>	<a href="https://ncert.nic.in/textbook.php">https://ncert.nic.in/textbook.php</a>

**CLASS: IX (2025-26)**

**LIST OF MAP ITEMS**

**SUBJECT – HISTORY (2 Marks)**

**Chapter-1: The French Revolution**

Outline Map of France locate/ label/ identify;

- **Bordeaux**
- **Nantes**
- **Paris**
- **Marseilles**

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

Outline Political Map of World locate/ label/ identify;

**Major countries of First World War**

- **Central Powers** - Germany, Austria-Hungary, Turkey (Ottoman Empire)
- **Allied Powers** – France, England, Russia, and U.S.A.

**Chapter-3: 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** - United Kingdom (U.K.), France, Former USSR, U.S.A.

**SUBJECT – GEOGRAPHY (3 Marks)**

**Chapter -1: India-Size and Location**

- India-States and Capitals,
- Tropic of Cancer, Standard Meridian (Location and Labelling)
- Neighbouring Countries

**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, Chota Nagpur Plateau, Malwa Plateau
- **Coastal Plains** - Konkan, Malabar, Coromandel & 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**

- Annual rainfall in India, Monsoon wind directions

**Chapter - 6: Population**

- Population density of all states.
- The state having highest and lowest density of population.

**CLASS: IX (2025-2026)**  
**Weightage to Type of Questions**

Sr. No.	Types of Questions	Marks (80)	Percentage
1	<b>1 Mark MCQs (20x1)</b> (Inclusive Of Assertion, Reason, Differentiation & Stem)	20	25%
2	<b>2 Marks Narrative Questions (4x2)</b> (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	8	10%
3	<b>3 Marks Narrative Questions (5x3)</b> (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	15	18.75%
4	<b>4 MARKS Case Study Questions (3x4)</b> (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	12	15%
5	<b>5. Mark Narrative Questions (4x5)</b> (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	20	25%
6	<b>Map Pointing</b>	5	6.25%
	<b>Total</b>	<b>80</b>	<b>100</b>

**Weightage to Competency Levels**

Sr. No.	Competencies	Marks (80)	Percentage
1	<b>Remembering and Understanding:</b> Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas.	24	30%
2	<b>Applying:</b> Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	11	13.25%
3	<b>Analysing, Evaluating and Creating:</b> Examining and breaking information into parts by identifying motives or causes; Making inferences and finding 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.	40	50%
4	Map Skill	5	6.25%
	<b>Total</b>	<b>80</b>	<b>100</b>

## ANNEXURE-I

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

Project Work	Competencies
<p>Every student must undertake one project on Disaster Management</p> <p><b>Objectives:</b> The main objectives of giving project work on Disaster Management are to:</p> <ul style="list-style-type: none"><li>• Create awareness in them about different disasters, their consequences and management.</li><li>• Prepare them in advance to face such situations</li><li>• Ensure their participation in disaster mitigation plans.</li><li>• Enable them to create awareness and preparedness among the community.</li><li>• Enhance the Life Skills of the students.</li><li>• Various forms of art may be integrated in the project work.</li></ul>	<p>The students will develop the following competencies:</p> <ul style="list-style-type: none"><li>• Collaboration</li><li>• Use analytical skills</li><li>• Evaluate the situations during disasters.</li><li>• Synthesize the information</li><li>• Find creative solutions</li><li>• Strategies the order of solutions</li><li>• Use right communication skills</li></ul>

#### Guidelines:

To realize the expected objectives, 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.

The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussion etc.

- The distribution of marks over different rubrics relating to Project Work is as follows:

S. No.	Rubrics	Marks
a	Content accuracy, originality and Collaborative skills	<b>2</b>
b	Competencies exhibited and Presentation	<b>2</b>
c	Viva Voce	<b>1</b>

- All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
- A Summary Report should be prepared highlighting:
- Objectives realized through individual work and group interactions;
  - Calendar of activities;
  - Innovative ideas generated in the process,
  - List of questions asked in viva voce.
- 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.
- The Project Report can be handwritten or digital.
- 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.
- **The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.**

## ANNEXURE II

### INTERDISCIPLINARY PROJECT CLASS IX

Subject Name and Chapter No.	Name of the chapter	Suggested Teaching Learning Process	Learning outcome with specific competencies	Time Schedule for Completion
<b>History Chapter-4</b>	Forest Society and Colonialism	<p><b>Interdisciplinary project</b> Teachers can make use of the pedagogies in facilitating the students in completion of Inter disciplinary Project.</p> <ul style="list-style-type: none"> <li>Constructivism.</li> <li>Inquiry based learning</li> <li>Cooperative learning</li> <li>Research based learning.</li> <li>Experiential learning.</li> <li>Art integration</li> </ul> <p><b>Multiple Assessment:</b> Ex. Surveys / Interviews / Research work/ Observation/ Story based Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /group discussion, /visual expression/ interactive bulletin boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self-assessment/integration of technology etc.</p>	<ul style="list-style-type: none"> <li>Compare the forest situations prevailed at pre- colonial, colonial and post- colonial era.</li> <li>Evaluate the growth &amp; role of commercial forestry in different types of Vegetation.</li> <li>Analyse the reasons for rebellions at forest areas of south East-Asia with specification to 'Java'.</li> <li>To defend the role of government and the local communities in protecting the forest cover.</li> <li>To devise ways to protect the forest vegetation and wildlife in India.</li> </ul>	The Schools to do IDP between the months of April and September at the School under the guidance of teacher. (Carryover of project to home must be strictly avoided)
<b>Geography Chapter -5</b>	Natural Vegetation and Wildlife			

#### Guidelines for Inter-Disciplinary Project:

- It involves combining 2 or more disciplines into one activity-more coherent and integrated. The generally recognized disciplines are economics, History, Geography, Political Science, A sample plan has been enclosed. Kindly access the link given below:

[https://docs.google.com/document/d/1668TKkRt80r4-kbjJ\\_Y7zg4mF3Vq1Y9k/edit](https://docs.google.com/document/d/1668TKkRt80r4-kbjJ_Y7zg4mF3Vq1Y9k/edit)

#### Plan of the project:

- A suggestive 10 days' plan given below which you may follow or you can create on your own, based on the templates provided below

#### Process:

- Initial collaboration among students to arrange their roles, areas of integration, area of investigation and analysis, roles of students:

**Team leader:** Main collaborator

Team members:

**Note:** Teacher to allocate the roles as per the abilities of the students.

- Final submission based on course deliverables as given in the template below the 10-day plan.
- Assessment Plan: to be done by the teacher clearly mentioning the Rubrics.
- Report, poster and video acknowledgements: reflections & expression of gratitude as given in the template given below.

**Day 1-2: "Colonialism and Forest Society"**

- Discuss the impact of colonialism on forest societies, and explore the concept of forest as a resource in colonialism.
- Group project: Research and present a PPT on the colonial forest policy and its impact on forest societies.

**Day 3-4: "Rebellion in the Forest"**

- Analyse the causes and effects of forest-based rebellions in history.
- Watch the following film Group discuss about forest tribes of your state and the exploitations they face. Refer Annexure VI for Rubrics.

[https://www.youtube.com/watch?v=N6SR0REa\\_YA](https://www.youtube.com/watch?v=N6SR0REa_YA)

**Day 5-6: Forest Transformations in Java, Tropical Evergreen Forests**

- Examine the impact of human activity on forests in Java.
- Explore how changes in land use, agriculture, and industry have impacted the forests. Students can research the history of forest transformations in Java and their impact on the environment.
- Study the transformation of forests in Java, from pre-colonial to post-colonial times
- Compare and contrast the conversion of forest into agricultural land and the need.
- Through group discussions find solutions. Present an art integrated project.
- Discuss the characteristics of tropical evergreen forests, including their climate, soil, and flora/fauna. Students can research specific examples of tropical evergreen forests and the challenges they face, such as deforestation and climate change.
- Group project: watch the video through the link:

<https://www.youtube.com/watch?v=Ml0xvHsBigI>

- Analyse and present the impact of forest transformations on society, economy and environment in Java. Compare and contrast it with India.
- Present a PPT of your learnings. Refer Annexure VI for rubrics

**Day 7-8:**

- Discuss how colonialism has affected the forest's biodiversity and the survival of indigenous communities living in and around the forest.

**Group activity:**

Divide the group into smaller teams and assign them tasks related to identifying the impact of colonialism on different types of forests. For example, one team can research the impact of colonialism on forest fires, while another team can research the impact of colonialism on the survival of indigenous plants and animals. Make the students use cartoon strips to present their findings.

**Day 9-10:**

- Make the students to compile all the findings of 8 days' work and present in PPT and through the template given in Annexure V.

## ANNEXURE V

### Presentation Template by the students - Class IX

Name of the Student:	
Member of Team:	
Class and Section:	Date of Submission:
Topics of IDP:	
Title of the Project:	
Objective:	
Multiple Assessment: Ex. Surveys / Interviews / Research work/ Observation/ Story based Presentation/ Art integration/ Quiz/ Debate/ role play/ viva,/group discussion,/visual expression/ interactive bulletin boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ Self-assessment/integration of technology etc.	
Evidences: Photos, Excerpts from Interviews, observations, Videos, Research References, etc.	
Overall presentation: Link of PPT, shared documents, can be digital/handwritten, as per the convenience of the school	
Acknowledgement:	
References (websites, books, newspaper etc):	
Reflections:	

### ANNEXURE VI (Rubrics of IDP)

Rubrics	Marks allocated
Research Work	1
Collaboration & Communication	1
Presentation & Content relevance	1
<b>Competencies-</b> <ul style="list-style-type: none"><li>● Creativity</li><li>● Analytical skills</li><li>● Evaluation</li><li>● Synthesizing</li></ul>	2
<b>Total</b>	5