

**Class IX th Social Science 2025-26**

**BIFURCATION OF SYLLABUS**

**April**

DATE/DAY	CONTENT	LEARNING OUTCOME	MODE OF ASSESSMENT	ASSIGNMENT/HW	TEACHING PEDAGOGY	INTERDISCIPLINARY ASPECT/SDG	21 <sup>ST</sup> CENTURY SKILLS
April 1-15		Bridge Course Program					
April 16-30	<p><b>Geo - Ch-1 India, size &amp; location,</b> India in the world, Neighbouring countries, India on the international highway of trade &amp; commerce.</p> <p><b>ECO: - CH-1 Story of village Palampur,</b> factors of production, Palampur a well-developed village, medium and large</p>	<p>➤ Examine how the location of an area impacts its climate and time with reference to longitude and latitude.</p> <p>➤ Explore and analyses the trading and cultural relationships of India with its neighbouring countries.</p> <p>➤ Evaluate the situation &amp; reasons that made 82.5E* longitude as Time meridian of India.</p> <p>➤ Examine how location of India enables its position as a strategic partner in the subcontinent.</p> <p>➤ Justify the reasons for the differences in climatic conditions, local and standard time.</p> <p>☐ Enlist the requirements of production and comprehend the interdependence of these requirements.</p>	<p>Map Test</p> <p>Concept Map</p>	<p>Make a PPT presentation on the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region.</p> <p>Concept map/Poster making/ gallery walk to enlist the factors of production evaluate their interdependence.</p>	<p>Brainstorming strategy for inferring conditions and relationships of the people living in states that are sharing border with the neighbouring countries impact trade and culture</p> <p>Visit to a nearby village or local markets and interview different classes of farmers to know about their lifestyles and thereafter present in the class.</p>	<p>Maths, ICT</p> <p>Geography, Environmental Science</p> <p>SDG 2: Zero Hunger</p>	<p>Critical Thinking</p> <p>Communication Skills</p> <p>Information Literacy Skills</p> <p>Critical Thinking</p> <p>Problem Solving</p> <p>Critical Thinking, Collaboration, Research Skills</p>

	<p>farmers in Palampur - (To be assessed in periodic assessment only)</p> <p><b>Hist - Ch-1- French Revolution,</b> French society during the late 18th C, France abolishes monarchy &amp; becomes a republic, women &amp; revolution, the abolition of slavery.</p>	<p><input type="checkbox"/> <b>Correlate farming and non-farming activities to economic growth.</b></p> <p><input type="checkbox"/> <b>Comprehend how the significance of conditions of farming and the factors of production impact economic development.</b></p> <p><input type="checkbox"/> <b>Find solutions to foster an equitable society.</b></p> <p><input type="checkbox"/> <b>Infer how the French Revolution had an impact on the European countries in the making of nation states in Europe and elsewhere.</b></p> <p><b>➤ Illustrate that, the quest for imperialism triggered the First World War.</b></p> <p><b>➤ Examine various sources to address imbalances that may lead to revolutions</b></p>	MCQ	Create a timeline of key events of the French Revolution	<p><b>Classroom discussions to compare the conditions that prevailed in France that led to revolution and the conditions that led to the first war of Indian Independence. (1857).</b></p> <p><b>• Use Graphic Organisers (concept map/story map etc) to examine the situations.</b></p>	<p><b>Political Science, Economics</b></p> <p><b>SDG 16: Peace, Justice, and Strong Institutions</b></p>	<p><b>Research Skills, Adaptability, Collaboration</b></p>
May 1-15	<p><b>Hist - Ch-1- French Revolution</b></p> <p><b>Pol. Sc - Ch-1 What is democracy? Why Democracy?</b></p> <p>Arguments in favour &amp; against democracy, one person one vote one value, features of democracy</p>	<p><b>Continued.....</b></p> <p><b>➤ Examine the concept of structural components of Democracy and its forms/features.</b></p> <p><b>➤ Compare and Contrast working of democracies of India and North Korea and infer on their differences</b></p>	Cartoon interpretation to summarize the benefits of democracy	Create/Draw /Find Cartoons from newspapers	<p><b>Brainstorming on introduction of concepts of Democracy &amp; features of Democracy. 4 corners strategy to discuss “What &amp; why of democracy?”</b></p>	<p><b>SDG 10: Reduced Inequalities</b></p> <p><b>Arts, English</b></p>	<p><b>Critical Thinking, Communication, Problem Solving</b></p>



<b>August (1-15)</b> <b>11 Working Days</b>	<b>Geo - Ch-3-Drainage</b> - the Himalayan rivers, peninsular rivers, lakes, importance of rivers	<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>	Map Work + Students creativity	Slogan writing, poster making/ save River songs/ to bring awareness on water pollution and suggest solutions	Choice Board strategy where each group to take up one river and focus on the areas they serve and the impact on Economy of that area.	English, Arts, Environment  SDG 6: Clean Water and Sanitation	Critical Thinking, Communication, Problem Solving
	<b>Hist - Ch-2 Socialism in Europe and the Russian Revolution.</b>	<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>	MCQ	To make Flow Chart	Flipped learning through making of concept maps/role plays etc reflecting the situations which led to both revolutions. Flow chart reflecting how Lenin's communism /Stalin's collectivization was established.	SDG 16: Peace, Justice, and Strong Institutions	Collaboration, Problem Solving
	<b>Pol.Sc.- Ch-3- Constitutional Design-</b> democratic constitution in Africa, why do we need	<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</li> </ul>	Oral Presentation	A3 Posters	Declamation strategy for discussing the roles and responsibilities of citizens	English, Arts  SDG 16: Peace, Justice,	Critical Thinking, Communication

	constitution, making of Indian constitution	<p><b>in mind while drafting a constitution.</b></p> <p>☐ Examine the guiding values that created the Indian constitution</p> <p>☐ Comprehend the roles and responsibilities as citizens of India.</p>				<b>and Strong Institutions</b>	
<b>August (16-31)</b> <b>14 WD</b>	<b>Hist - Ch-2 Socialism in Europe and the Russian Revolution. (CONT.....)</b>	<b>Geo - Ch-3- Drainage(Continued.....)</b>		<b>Pol. Sc.- Ch-3- Constitutional Design- (Continued.....)</b>			
<b>September</b>	<b>Revision – Half Yearly Examination</b>						
<b>October (1-15)</b> <b>8 Working Days</b>	<p><b>CH- 4 Electoral Policies-</b> need for election, what makes an election democratic, arguments in favour &amp; against elections, elections process in India need for election, what makes an election democratic.</p> <p><b>HIST- Ch-3 Nazism and the Rise of Hitler</b></p>	<p>☐ Analyse the implications of power of vote and power of recall.</p> <p>☐ Summarise the essential features of the Indian Electoral system.</p> <p>☐ Examine the rationale for adopting the present Indian Electoral System.</p> <p>➤ Analyse the role of “Treaty of Versailles” in the rise of Hitler to power.</p> <p>➤ Analyse the genocidal war waged against the “undesirables” by Hitler.</p> <p>➤ Compare and contrast the characteristics of Hitler and Gandhi</p>	<p><b>Role Play</b></p> <p><b>Class Test</b></p>	<p>Perform school council elections for practical learning of the system.</p> <p>Design and present election manifesto.</p> <p>Create multiple parties and create symbols for elections</p> <p><b>Jig saw strategy</b></p>	<p>Role play on performing fundamental duties.</p> <p>Audio-visual aids like a film or animations can be shown followed by a discussion on the reasons for the rise and fall of Hitler.</p>	<p><b>Performing Arts, English</b></p> <p><b>SDG 10: Reduced Inequalities</b></p>	<p><b>Critical Thinking, Communication, Election skills</b></p> <p><b>Data Analysis, Communication</b></p>

<b>October (16-31) 10 WD</b>	<b>CH- 4 Electoral Policies-</b> (Continued....)	<b>HIST- Ch-3 Nazism and the Rise of Hitler (Continued...)</b>					
<b>November (1-15) 11 Working Days</b>	<b>Pol. Sc. - Ch--5 of Working Institutions</b>	<p>➤ Examine the roles, responsibilities, and interdependency of all the 3 organs of the Government.</p> <p>➤ Appreciate the parliamentary system of executive's accountability to the legislature.</p> <p>➤ Summarise and evaluate the rule of law in India.</p>	<b>Quiz</b>	<b>Collect information on the performance of the functioning of a democratic government and society from social media and other institutions and present.</b>	<b>Watch videos of Parliament and discuss the importance of question hour.</b> • Present Moot court to evaluate the rule of Law. <b>Examine the relevant case studies to evaluate the rule of law conduct Mock Parliament session</b>	<b>SDG -17 Partnership for the Goals</b>	<b>Critical Thinking, Communication, Election skills</b>
	<b>Geog - Ch-4 Climate-</b> factors influencing the climate of India, types of climates in India.	<p>➤ Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent.</p> <p>➤ Analyse the temperatures between plateau region, Himalayan region, desert region and coastal region.</p> <p>➤ Enumerate and summarise the reasons for the wide difference between temperatures at different geographical locations of India</p>	<b>Data Analysis</b>	<b>Collect Newspaper reports for knowing the weather status</b>	<b>Use Mind map/ graphic organizers to enumerate and summarize the reasons for the wide difference between the day and night temperatures at different geographical locations of India.</b>	<b>Maths, Arts SDG 13: Climate Action</b>	<b>Data Analysis, Communication</b>
<b>November (16-30) 12 WD</b>	<b>Geog-Ch-5- Natural vegetation and Wildlife</b> (Only Map Work)	<b>Inter disciplinary project</b>	<b>Map Work</b>	<b>Inter disciplinary project with chapter no IV of History</b>			

	<p><b>Pol.Sc.- Ch-6- Democratic Rights</b> - life without rights, citizens' rights in Saudi Arabia, Rights in Indian constitution, expanding scope of rights</p>	<p>□ Summarise the importance of fundamental rights and duties in the light of the nation's glory.</p> <p>□ Analyse and recognise the role of a responsible citizen while performing their prescribed duties versus claiming rights.</p>	<p><b>Debate</b></p>	<p><b>Graphic organizer</b> to summarize the coexistence of rights vs duties.</p>	<p><b>Debate the need to have rights in the light of study of Saudi Arabia.</b></p> <ul style="list-style-type: none"> <li>• Case study to analyse the role of citizens when the rights are exercised or otherwise</li> </ul>	<p><b>Arts, Laws</b></p> <p><b>SDG 16: Peace, Justice, and Strong Institutions</b></p>	<p><b>Information Literacy, Ethical Reasoning</b></p>
	<p><b>ECO- Ch-3 Poverty</b></p>	<p>➤ Comprehend the reasons for poverty in the rural and urban areas.</p> <p>➤ Evaluate the efficacy of the government to eradicate poverty.</p> <p>➤ Correlate the link between education and poverty</p>	<p><b>Debate on the topic- 'Can education remove poverty?'</b></p>	<p><b>PPT presentation</b> using case study given in NCERT text on the reasons of rural and urban poverty.</p>	<p><b>Declamation with data to evaluate the efficacy of government to eradicate poverty and suggest measures/ ways which can be used to minimise the same.</b></p>	<p><b>SDG 1: No Poverty</b></p> <p><b>ICT, English</b></p>	<p><b>Critical Thinking, Communication</b></p>
<p><b>December (1-15)</b></p> <p><b>12 Working Days</b></p>	<p><b>Geo- Ch-6 Population Growth &amp; Population changes, age composition, NPP, literacy rate and Health.</b></p>	<p>➤ Analyse and infer the reasons behind the uneven distribution of population in India with specific reference to UP &amp; Rajasthan and Mizoram and Karnataka</p> <p>➤ Enlist the factors that affect the population density.</p>	<p><b>Map Work</b></p>	<p><b>Map – Density of Population of each state</b></p>	<p><b>Use a Pie -diagram to depict the population distribution in India.</b></p> <ul style="list-style-type: none"> <li>• Group discussion and presentation on reasons behind the uneven distribution of Population</li> </ul>	<p><b>SDG 3: Good Health and Well-being</b></p> <p><b>Maths, English, Economics</b></p>	<p><b>Data Analysis, Communication</b></p>

	<p>Eco- Ch-4 Food security in India - role of government in food security, procurement of food security</p> <p>HIS-Chapter 5- Pastoralists in the Modern World</p>	<p>➤ Comprehend various aspects of food security that will ensure continuity of supply</p> <p>➤ Enumerate the different features of PDS that directly address FSI.</p> <p>➤ Analyse and infer the impact of the Green Revolution.</p> <p>➤ Analyse causes and effect of famines in food security during pre and post independent India.</p>	Panel Discussion /seminar on the impact of the green revolution and PDS	Concept maps explaining the causes behind the famines in the colonial period and the causes and impact of recurring disasters on food security in post independent India through examples	Case study and group discussion to connect the link between a well-structured food security system and continuity of supply to masses.	SDG 2: Zero Hunger	Collaboration, Problem Solving
December (16-31)	Chapter 5- Pastoralists in the Modern World. (Continued....)	➤ Examine the situations that have created nomadic societies highlighting the key factors played by the climatic conditions and topography.	Map Work	Locate the various pastoral communities on an outline map of India	Think-pair and share can be practised to discuss various methods of colonial policies of exploitation and their impact on pastoralists of Africa and India.		Critical Thinking, Communication
January (1-15)	Winter Break	Winter Break	Winter break	Winter break	Winter break	Winter break	Winter Break
January (16-31) 13 WD	Revision						
	UNIT TEST -1	Geography - India Size & Location (L-1) History – French Revolution (L-1) Economics- The Story of Village Palampur					
		HISTORY - FRENCH REVOLUTION(L-1),					

	<b>TERM-1 EXAM SYLLABUS</b>	<b>SOCIALISM IN EUROPE AND RUSSIAN REVOLUTION(L-2) Geography - India Size &amp; Location (L-1) , Physical Features Of India (L-2) , Drainage (L-3) Pol.Science - What is Democracy (L-2) , Constitutional Design (L-3) Economics - Human Resources (L-2)</b>					
	<b>UNIT TEST -2</b>	<b>UNIT TEST -2 HISTORY – Socialism in Europe ECONOMICS - POVERTY geography:- L-4 Climate</b>					
	<b>ANNUAL EXAMINATION</b>	<b>All Chapters/Lessons of History, Economics, Geography &amp; Political Science</b>					