

STANDARD IX - SOCIAL SCIENCE

New Curriculum and Syllabus with effect from the Academic year 2003-2004

- A. Social Science includes contents of History, Sociology, Economics, Civics and Geography
 B. Broad Aim : To shape pupil into a good citizen, socially aware and take interest in social development.
 C. Evaluation : I. History : 40 Marks, II. Civics : 20 Marks, III. Geography : 40 Marks - Total : 100 Marks.

I. History of Ancient and Medieval India (Society, Economy and Culture) - 68 Periods (Inclusive of Revision, Test etc.,)					
Unit/ Lesson No.	Expected Learning Outcome	Syllabus	1. Instructional strategy 2. Practical Exercise 3. Evaluation	1. Teaching Aids/Media 2. Illustrations	Periods
I.1	1. Pupil acquires knowledge about the ancient nature of Harappan culture, 2. Understands how river valleys were responsible for the growth of civilisations, 3. Able to explain the Harappan culture	The Harappan culture - pre-Aryan period - Life of People - Town Planning - Social life - food - dress-ornaments - Estimate.	1. Use the Map of India to locate places where Harappan culture existed and explain. 2. Pupil to mark on map of India the Harappan sites. 3. Map Test : 10 Marks	1. Use map of India. 2. Use pictures of things excavated at these sites.	5
I.2	1. Pupil acquires knowledge about the sources and life of people of the Vedic period, 2. Understands the literary works of the Vedic period, 3. Able to explain the social, economic and religious life of the people of the Vedic period.	The Vedic period - Sources - Early Vedic period - Later Vedic period - Literatures - Social, economic and religious life of people - status of women.	1. Explain the life of the people of early and later Vedic periods. 2. Pupil to list out the differences between the early and later Vedic periods. 3. Written test on the topic :10 marks.	1. Use map of India. 2. Pictures depicting Ramayana and Mahabharata stories may be included.	5
I.3	1. Pupil acquires knowledge about the Magadhan empire,	Condition of India during the rise of Jainism and	1. Use the map of India and explain the political	1. Use map of India. 2. Use pictures of Mahavira	5

	<p>rise of Jainism and Buddhism.</p> <p>2. Understands the principles of Jainism and Buddhism.</p> <p>3. Able to explain the rise and spread of Jainism and Buddhism and their principles.</p>	<p>Buddhism - Causes for rise of these religions - Mahavira and Buddha - Principles - Teachings - spread - contribution of these religions.</p>	<p>condition on the eve of the rise of these two religions.</p> <p>2. Pupil to list out and differentiate the principles of these religions.</p> <p>3. Essay Test : 10 marks.</p>	and Buddha.	
I.4	<p>1. Pupil acquires knowledge about the invasion of Alexander, the Great and Greek impact on India,</p> <p>2. Understands how the Nanda rule came to an end,</p> <p>3. Able to explain the impact of Greek rule on India.</p>	<p>Invasion of Alexander, the Great on India - Impact of Greek rule - Nandas - end of Nanda rule.</p>	<p>1. Use the map of Asia and explain the condition of India during the invasion of Alexander.</p> <p>2. Pupil to mark on the map of India areas ruled by the Greeks.</p> <p>3. Oral Test : 10 Marks</p>	<p>1. Use map of Asia.</p> <p>2. Use picture of Alexander, the Great.</p>	3
II.5	<p>1. Pupil acquires knowledge about the sources for Mauryas - Ashoka's religious policy and his dharma,</p> <p>2. Understands the Mauryan administration,</p> <p>3. Able to explain the causes for the decline of the Mauryas.</p>	<p>Mauryan Empire - Sources - Chandragupta and Ashoka - Ashoka's religious policy and dharma - contribution of Ashoka to Buddhism - Mauryan Administration - Decline of the Mauryas.</p>	<p>1. Use the map of India - locate Mauryan Empire and explain - Indicate where Buddhism spread during Ashoka's time.</p> <p>2. Pupil to mark on map of India the extent of Mauryan empire, capital and other places.</p> <p>3. Unit Test : 10 Marks</p>	<p>1. Map of India</p> <p>2. Use pictures of Ashoka, wheel on the national flag, four lions and peacock, the national bird.</p>	5
II.6	<p>1. Pupil acquires knowledge about the Kingdoms in India after the Mauryas,</p> <p>2. Understands the contribution of Kanishka to Buddhism,</p> <p>3. Able to explain the Sangam Age in Tamil Nadu.</p>	<p>Sungas - Kushanas - Kanishka as second Ashoka - Satavahanas - Sangam Age in Tamil Nadu.</p>	<p>1. Locate Kushan empire, Satavahana empire and Sangam Kingdoms and explain.</p> <p>2. Pupil to mark these empires and capitals.</p> <p>3. Oral Test : 10 Marks</p>	<p>1. Map of India.</p> <p>2. Use pictures of coins and other articles of that period.</p>	5

III.7	<ol style="list-style-type: none"> 1. Pupil acquires knowledge about the social, economic, religious and cultural condition of India under the Guptas. 2. Understands the Gupta administration, 3. Able to describe the condition of India under the Guptas. 	Gupta Empire - Sources - Rulers - Social, economic religious and cultural condition - Administration - Causes for the decline of the Guptas	<ol style="list-style-type: none"> 1. Cite the literature of the Gupta period still read (Works of Kalidasa), names of Arya Bhatta, Bhaskara etc., and explain. 2. Pupil to mark on the map of India the extent of Gupta empire, their capital, and places connected with art and architecture. 3. Written test on the topic: 10 Marks 	<ol style="list-style-type: none"> 1. Use map of India. 2. Use pictures of Allahabad Pillar Inscription, Samudragupta's coins, Chinese pilgrim Fahien etc. 	5
III.8	<ol style="list-style-type: none"> 1. Pupil acquires knowledge about the Harsha period, 2. Understands the contribution of Harsha to Buddhism, 3. Recognises the contribution of Chalukyas, Pallavas, Rashtrakutas and Cholas to art and architecture, 4. Able to explain the period of Harsha and the kingdoms of India after Harsha 	Empire of Harsha - the Chalukyas - the Pallavas - the Rashtrakutas - the Cholas - contribution to art and architecture	<ol style="list-style-type: none"> 1. Use the map of India, indicate the areas ruled by Harsha, Chalukyas, Pallavas, Rashtrakutas and Cholas and explain. 2. *Pupil to mark on the map the extent of the kingdoms of these rulers and their capitals. *Pupil to visit Museum to understand their contribution to art and architecture. 3. Oral Test : 10 marks 	<ol style="list-style-type: none"> 1. Map of India 2. Pictures of art and architectures of these rulers and picture of chinese pilgrim Hiuen Tsang. 	5
IV.9	<ol style="list-style-type: none"> 1. Pupil knows the political condition of India during the Arab invasions, 2. Recalls the events leading to Ghazni and Ghor invasions, 3. Able to describe the outcome of their incursions. 	Rajput kingdoms in North India - Arab Invasions - Invasions of Mahmud of Ghazni and Mohammed of Ghor - Effects.	<ol style="list-style-type: none"> 1. Use the map of Asia and indicate Ghazni and Ghor- Explain the events leading to the invasions. 2. Pupil to indicate Ghazni and Ghor on the map of India 3. Written Test : 10 marks 	<ol style="list-style-type: none"> 1. Map of Asia 2. Use pictures of Rajput Kings, Ghazni and Ghor 	5
IV.10	1. Pupil acquires knowledge	Delhi Sultanate (1206-	1. Use map of India to explain	1. Use map of India.	5

	<p>about the Sultanate period,</p> <p>2. Recognises the dynasties which ruled Delhi during this period,</p> <p>3. Able to describe the administration of Delhi Sultans.</p>	1526) - Slave, Khilji, Tughluq, Sayyid and Lodi dynasties - Sultanate Administration.	<p>the topic.</p> <p>*Explain with the help of pictures of coins and other articles of the period.</p> <p>2. Pupil to mark on the map of India the places ruled by Delhi Sultans.</p> <p>3. Essay Test : 10 marks</p>	2. Use pictures of coins, monuments of the Sultanate period such as Qutub Minar etc.	
IV.11	<p>1. Pupil acquires knowledge about the Bhakti movement in medieval India,</p> <p>2. Recalls the aims, ideals and services of the leaders of the movement,</p> <p>3. Able to explain the work of the leaders of the Bhakti movement.</p>	Bhakti movement in medieval India.	<p>1. Use the pictures of Bhakti movement saints to explain the topic.</p> <p>2. Pupil to collect the pictures of Bhakti movement leaders.</p> <p>3. Oral Test : 10 marks</p>	1. Use pictures of the leaders of Bhakti movement.	5
IV.12	<p>1. Pupil acquires knowledge about the Bhamini and Vijayanagar kingdoms,</p> <p>2. Appreciates the contribution of Vijayanagar rulers to art and architecture,</p> <p>3. Able to explain the contribution of Bhamini and Vijayanagar kingdoms to art and architecture.</p>	Bhamini and Vijayanagar kingdoms - Contribution to art and architecture.	<p>1. Indicate on the map of India the Bhamini and Vijayanagar kingdoms and explain.</p> <p>2. Pupil to mark on the map the extent and capitals of these kingdoms.</p> <p>3. Written Test : 10 marks</p>	<p>1. Map of India</p> <p>2. Use pictures of art and architecture of the period.</p>	5
V.13	<p>1. Pupil acquires knowledge about the condition of India during Mughal invasion,</p> <p>2. Understands the administration of Shershah and Akbar, religious policy of</p>	Mughal Invasion-Babur, Humayun-Sher Sha Suri-Akbar-Jahangir-Shahjahan-Aurangzeb-Mughal Administration-Dcline of the Mughals,	<p>1. Indicate on the map of India the empires of Akbar, Aurangzeb and explain.</p> <p>2. Pupil to mark the extent of Mughal empire under Akbar and Amangazeb.</p>	<p>1. Map of India.</p> <p>2. Use pictures of Mughal kings, Taj Mahal and other architectural remains of Mughal period</p>	5

	<p>Akbar and contribution of Shahjahan to art and architecture.</p> <p>3. Able to describe the Mughal art and architecture.</p>		3. Unit Test: 10 marks		
V.14	<p>1. Pupil understands the social, economic and religious life of people under the Mughals</p> <p>2. Appreciates the cultural development during the Mughal period.</p> <p>3. Able to explain the social, economic, religious and cultural life of people under the Mughals.</p> <p>4. Acquires skills to act as a tourist guide.</p>	<p>Social, economic, religious and cultural life of people under the Mughals-Development of art and architecture</p>	<p>1. Use pictures of Mughal art and architecture and explain.</p> <p>2. Pupil to mark the places connected with Mughal art and architecture and collect pictures.</p> <p>3. Essay test : 10 marks</p>	<p>1. Map of India</p> <p>2. Pictures of Mughal art and architecture</p>	5
II. CIVICS - 34 PERIODS (Inclusive of Revision, Test etc.,)					
I.1	<p>1. Pupil acquires knowledge that India is an ethnological Museum</p> <p>2. Able to understand and appreciate culture, languages, literature, festivals, traditions and heritage, art and architecture of India.</p> <p>3. Able to explain the factors promoting National-integration.</p>	<p>India-A nation of Unity in diversity</p>	<p>1. Explain the meaning of unity in diversity with examples.</p> <p>2. *Pupil to participate in a debate on India's secular policy.</p> <p>*Pupil to dramatise the nature of 'unity in diversity'</p> <p>3. Oral test : 10 Marks</p>	<p>Pictures on social festivals</p>	5
I.2	<p>1. Pupil understands the meaning of the word 'civics' and the need for inter-</p>	<p>The student and the society - family system-good citizen-characteristics-</p>	<p>1. Explain the advantages and disadvantages of nuclear-family and joint family</p>	<p>Pictures of nuclear and joint families</p>	5

	<p>dependence.</p> <p>2. Pupil realises the values of a happy and harmonious family.</p> <p>3. Pupil understands the value of school life and the role of the pupil in society.</p>	duties	<p>Explain the rights and duties of a citizen with the help of pictures and tables.</p> <p>Organise group discussion on the advantages and disadvantages of nuclear family and joint family</p> <p>2. Pupil to prepare an Album on nuclear family and joint family.</p> <p>3. Written test : 10 marks</p>		
I.3	<p>1. Pupil acquires knowledge about Indian-constitution</p> <p>2. Able to understand the salient and peculiar features of Indian constitution,</p> <p>3. Able to describe the main aspects of the Indian constitution</p>	Indian constitution-its salient features	<p>1. Explain and make him understand the fact that all the countries in the world follow written constitutions except England.</p> <p>2. Written assignment on the salient features and the peculiar features of Indian constitution.</p> <p>3. Evaluate the Album prepared by the pupil, the pictures of the members of the drafting committee of Indian constitution-10 marks</p>	Pictures of the members of the drafting committee of Indian constitution	5
II.4	<p>1. Pupil understands the Fundamental rights.</p> <p>2. Able to explain the rights and duties.</p> <p>3. Able to explain the differences between the Fundamental rights and the Directive principles of State policy.</p>	Fundamental-rights, duties, Directive principles of the State policy differences	<p>1. Explain the Fundamental rights one by one.</p> <p>2. *Pupil to explain the duties *Pupil to prepare the list of fundamental rights, duties and the directive principles of state policy on a chart.</p> <p>3. Written test : 10 marks</p>	Flash cards on fundamental rights	5

II.5	<ol style="list-style-type: none"> 1. Pupil acquires the knowledge of human rights, 2. Understands the necessity to respect human rights 3. Able to explain human rights 	U.N.Declaration on human rights	<ol style="list-style-type: none"> 1. Explain the aspects of the declaration of the U.N.O one by one. Explain the need to protect Human rights 2. Pupil to list out the human-rights and duties. 3. Evaluating the list - 10 marks 	<ol style="list-style-type: none"> 1. Pictures connected with the violation of human-rights. 2. The picture of the U.N.O. 	6
II.6	<ol style="list-style-type: none"> 1. Pupil acquires knowledge about National and State Human Rights Commissions, 2. Pupil knows the method of approaching these Commissions, 3. Able to describe the composition of these Commissions 	National and State Human-rights Commissions head quarters-way of approaching	<ol style="list-style-type: none"> 1. Explain about the Human-rights Commission and how to approach them. Explain their functions 2. *Pupil to write on the functions of the National and State Human-Rights Commissions. *Pupil to write on the ways of approaching the members of the Human Right Commission when rights are violated. 3. Evaluating the pupils writings - 10 marks 	Pictures of National and State Human Rights Commissions	8