

SOCIAL SCIENCE

SUBJECT CODE - C4

Class IX

Introduction : Social Science encompasses diverse concerns of our environment and society. It covers a wide range of content drawn from Geography, History, Political Science and Economics. The perspectives of Social Science help the young learners to build the Knowledge base for a just and peaceful society. Moreover, knowledge of Social Science is essential for the young learners to grow up as conscious and responsible citizens who can contribute significantly towards the socio-economic and political development of our country.

Social Science generates in minds of the students a strong sense of human values like trust, toleration, help and cooperation, mutual respect and respect for diversity. It also stimulates moral and mental energy in students and makes them fit to face the future challenges in their lives. Another positive aspect of the subject is to develop national integration and international brotherhood and the spirit of love and respect for the country.

It is expected that students in the Secondary stage will acquire primary knowledge and skills to have a balanced personality which will help them in solving the critical socio-economic and cultural problems which they will find in the contemporary world.

General Objectives of Social Science :

1. To develop in learners awareness to understand the diverse life experiences of different people and communities living in the society under varied socio-economic background.
2. To develop the ability to study contemporary problems of the Indian society in its historical perspective.
3. To develop awareness of variations and changes that occur

in our physical and social environment over time and space.

4. To develop skills and attitude essential for good citizens so that they can contribute in nation building as well as in social development.
5. To strengthen national integration in its proper perspective establishing linkages of regional History and Geography with national History and Geography.
6. To develop understanding in learners that contribute to build a society based on values of peace, love, equality and secularism.
7. To appreciate that dignity of individuals and respect for Human Rights constitute the basis of a democratic social life and these are essential for the development of our society and the nation.
8. To recognize the role of India for promoting peace and international understanding and to develop the spirit of international cooperation.

Special Objectives :

History :

1. To promote understanding in learners about the political, socio-economic and cultural life of the people of India since the rule of the Mughals.
2. To develop the ability to study contemporary problems of the Indian society in its historical perspective.
3. To acquaint the learners with the sources of acquiring knowledge of History and to create awareness among them to preserve historical monuments, archaeological sites, artifacts, literary and oral sources.
4. To know about the political development of Assam, its relationship with India and her contribution to India's Freedom Movement.
5. To develop appreciation on the growth of various

components of Indian culture and legitimate pride on the achievements of Indian people in different parts of the country.

6. To promote understanding about the cultural heritage of India and the North East.

Geography :

1. To acquaint the learners with diverse natural and social environment sequentially at local, regional and global levels.
2. To acquaint the learners with the interdependence of various regions/states in terms of resource, population, transport and communication etc.
3. To develop in learners the skill of map reading and map drawing which will encourage them to draw maps, sketches etc. as per requirement.
4. To help the learners in acquiring understanding about the existing and emerging development of environment in their natural and social settings.
5. To inculcate in the minds of the learners a sense of belongingness to the elements of nature and man-made environments and their conservation.

Political Science :

1. To foster an urge among learners for effective participation in community affairs.
2. To acquaint the students with the functioning of various political institutions at the Centre and the States.
3. To help the pupils in realising the importance of Human Right and Consumers' Rights.
4. To help the learners in appreciating the role and contribution of India and the UNO in promoting world peace.

Economics :

1. To acquaint the students with those elementary concepts of Economics which are related to the understanding of the day-to-day economic activities and current economic problems.
2. To introduce the students with various economic activities undertaken by the people in their geographical and social environment.
3. To acquaint the learners with the preliminary knowledge of Economic Planning in the context of the national as well as state economy.
4. To enable the learners to understand the main economic challenges faced by the people and the country and government endeavours for their solution.

Distributions of marks and periods allotted to each of the four components of History, Geography Political Science and Economics :

Components	Marks	Periods
History	35%	70
Geography	35%	70
Political Science	10%	20
Economics	10%	20
Internal Assessment	10%	--
(Environmental Project)		
Total marks/periods	100	180

Social Science (History)
Subject Code – C4, Class IX

CHAPTER/ UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTIONS
1	A. Indian History Constitution and administrative Development (1858- 1905) (7 marks)	<ul style="list-style-type: none"> To know the structure of the Government, Legislative system, local self government and Indianisation of civil services. 	<ul style="list-style-type: none"> To understand about the Act of 1858. To get acquainted with the structure of governance introduced by the British government under the Act of 1858. To be familiar with the legislative history of central government. To get acquainted with the Council Act of 1861. To understand about Ripon's role towards evolution of local-self government in India (urban and rural). To understand about the process of Indianisation of the Indian civil services. 	<ul style="list-style-type: none"> To start the chapter with key points of discussions and end with a summary. Sufficient numbers of questions to be provided in the Exercise.

Social Science (History), Subject Code – C4, Class IX

CHAPTER/ UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTIONS
2.	Growth of Indian Nationalism and its aftermath. (8 marks)	<ul style="list-style-type: none"> To get Familiar with the transport and communication, modern education, role of different Associations, vernacular press, Arms Act, Vernacular press Act, Economic drain, birth of Indian National Congress and its aims and objectives. Russo-Japanese war and its impact of Indian. 	<ul style="list-style-type: none"> To understand the role of Transport and communication system with special emphasis on railways in awakening Nationalism among the Indians. To be acquainted with the role and impact of modern education in the evolution of Nationalism. Mention names like. Viveknanda, Raja Rammohan Roy etc. and their contribution in the evolution of nationalism. To understand the role of different Association in awakening of Nationalism. To help students to know about the role of vernacular Press, Arms Act, vernacular Press Act and other legislation. To understand Dadabhai Naorajis' Economic Drain theory and others in the evolution of Nationalism. To understand the circumstances leading to the birth of Indian National Congress (INC). 	<ul style="list-style-type: none"> -Do- Exercise will consist question of Multiple-choice short and long Answer types.

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CHAPTER / UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTIONS
3.	B. History of Assam Moamaria uprising causes, results and Captain Welsh's expedition to Assam. (8 marks)	<ul style="list-style-type: none"> To know about the monarchical oppression, exaction of the Paiks and other causes as well as results of the moamoria uprising with special emphasis on the expedition of Captain Welsh and his Report on Assam 	<ul style="list-style-type: none"> A brief writing on the sociopolitical background during Ahom rulers before the uprising of Moamoria. To understand the crises arising due to the monarchical opperssion, demolition of monasteries, exaction of paiks. To understand other causes of the Moamoria uprising. To understand the effects of the Moamoria uprising. To be familiar with the role played by Captain. Welsh in quelling the moamoria uprising, challenges of bairagi raja and Krishna Narayan. To get acquainted with the Report of captain welsh on Assam. 	<ul style="list-style-type: none"> Activities may be suggested for project works.

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CHAPTER / UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTIONS
4.	Burmese Invisions of Assam (1817 1826) (6 marks)	<ul style="list-style-type: none"> To know about the Burmese invasions of Assam 	<ul style="list-style-type: none"> To understand about the causes and effects of the Burmese invasions of Assam (1817, 1819 and 1821) To understand the Anglo Burmese war and the treaty of Yandabo. 	<ul style="list-style-type: none"> Some Exercises like objective, short type, long questions to be added after each chapter A summery at the end of each chapter. Maps and picture at appropriate places.
5.	Beginning of company's rule in Assam (1817-1826) (6 marks)	<ul style="list-style-type: none"> To know the beginning of East India Company's rule in Assam. 	<ul style="list-style-type: none"> The understand briefly Company's rule under David scott, Robertson and Jenkins To understand the company's motive of annexation of various parts of Assam Upper Assam, Lower Assam, Khasi, Jayantia, cachar, Naga hills, Garo hills, Luchai hill, Khanti, Matak and Gova. To understand the early uprisings against British by Gomadhar Konwar Dhananjoy Borgohain, Dhantura Gohain, Gadadhar and effects. 	

Social Science (Geography)
Subject Code – C4, Class IX

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
1. Changes of the Earth's Surface (7 Marks)	<ul style="list-style-type: none"> ♦ Exogenic factors of change ♦ Works of River ♦ Works of Wind 	<ul style="list-style-type: none"> ♦ To know about the different exogenic processes operating on the earth's surface and to understand their role on landform ♦ To understand the works of river on landform development ♦ To understand the works of wind in landform development in the dry areas 	<ul style="list-style-type: none"> ♦ To provide a brief idea of different exogenic agents/factors that are responsible for bringing about changes on the surface of the earth. The areas of their operation should be specifically mentioned. ♦ That the running water (river) bring about great change in the landform development in the tropical and temperate region should be focused with necessary diagrams. ♦ The works of wind and associated landform development should be briefly discussed.

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CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
	<ul style="list-style-type: none"> ♦ Works of Glacier ♦ Works of Sea Waves 	<ul style="list-style-type: none"> ♦ To understand the landform developed by the glaciers ♦ To understand the works of sea waves in coastal landform development. 	<ul style="list-style-type: none"> ♦ To works of glaciers, especially mountain glaciers should be briefly discussed with diagrams. ♦ The coastal landform resulting from sea wave actions should be briefly discussed.
2. Atmosphere : Pressure Belts and Wind system (8 Marks)	<ul style="list-style-type: none"> ♦ Meaning of Atmosphere and its Layers ♦ Pressure Belts 	<ul style="list-style-type: none"> ♦ To introduce the meaning and composition of Atmosphere and its Layers ♦ To introduce the relation between temperature and pressure and the distribution of pressure belts 	<ul style="list-style-type: none"> ♦ The meaning and extent of Atmosphere should be clearly defined. The gases that constitute the Atmosphere should be mentioned and then the layers of the Atmosphere (Troposphere, Stratosphere, Mesosphere and Exosphere) should be discussed and presented diagrammatically. ♦ The relation between the distribution of temperature and pressure should be defined. The pressure belts should be shown over a globe.

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CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
	<ul style="list-style-type: none"> Wind system 	<ul style="list-style-type: none"> To introduce the origin and direction of winds and their relation with pressure distribution. The major global wind systems should be introduced and discussed. 	<ul style="list-style-type: none"> the origin and direction of the permanent winds should be discussed clearly with diagrams. Brief discussion should be made with regard to particularly trade wind, westerlies and monsoons.
3. Geography of India (10 Marks)	<ul style="list-style-type: none"> Location Physiography 	<ul style="list-style-type: none"> To show the absolute and relative location To show the physiography diversity of the country 	<ul style="list-style-type: none"> To show the latitudinal and longitudinal extension of India. Location of the country in the context of South Asia should be indicated. To divide India into major physiographic divisions and to show the divisions on a map. The Major rivers and the mountains of the country should be incorporated in the map.

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CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
	<ul style="list-style-type: none"> Climate and Natural Vegetation Population Growth and Distribution Migration Population and Sustainable Development 	<ul style="list-style-type: none"> To discuss different climatic characteristics with special reference to monsoons and the major forest types. To present the trend of population growth and the distribution with reference to the states To provide a background of causes and nature of migration of people from neighboring country to Assam. To give the concept of sustainable development. 	<ul style="list-style-type: none"> To focus mainly on the climatic seasons and the distribution pattern of rainfall. The forest types should be shown on a map and richness in biodiversity should be focussed. To depict the population growth of the country since 1901. The regional variation in the growth should be focused. To show the distribution of population with the reference to the physiography divisions and the states. To highlight the problems of over population. To focus on the role of the present generation how they can preserve the resources and protect the environment of the earth for the coming generation.

Social Science (Geography), Subject Code – C4, Class IX

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
	<ul style="list-style-type: none"> Economy Political Divisions 	<ul style="list-style-type: none"> To provide brief idea on the economy of the country To show the States and Union territories and their capitals. 	<ul style="list-style-type: none"> To give a generalized picture of the national economy. Brief mention should be made on the agricultural, industry and transport sector, Maps should be incorporated wherever feasible. To give the picture of the States and Union Territories with respect to their capitals and areas and population on a map.
4. Geography of Assam (10 Marks)	<ul style="list-style-type: none"> Assam in the context on North East India Physiographic Framework 	<ul style="list-style-type: none"> To get an understanding of the location characteristics of Assam in the context of North East India To know relief characteristics of Assam and its relation with climate, soil and natural vegetation of the state. 	<ul style="list-style-type: none"> A clear understanding of the location terms of latitude and longitude and relative location in the context NE India. A clear picture of the topography and division of the state on the basis of physiography. An outline of the physiography. An outline of the drainage system (major rivers) has to be included.

Social Science (Geography), Subject Code – C4, Class IX

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
	<ul style="list-style-type: none"> Climatic characteristics Soils Forests Administrative Divisions. 	<ul style="list-style-type: none"> To understand the climatic characteristics and climatic pattern. To understand the soil types and their distribution. To understand the Forest types and their distribution. To know the Administrative Divisions of Assam. 	<ul style="list-style-type: none"> An understanding of the climatic pattern with respect to season and monsoons (South-west and North-East monsoon). Topographic influence on climate should be highlighted. That Assam has diverse soil types, the details of soil types and their distribution to be focused. That Assam has diverse forest types, the details of forest types and their distribution to be focused. To present a list of Districts and their Headquarters along with their areas and population.

Social Science (Political Science)
Subject Code-C4, Class - IX

CHAPTER	THEMES	SUB THEMES	OBJECTIVES	MARKS/PERIODS
1.	Political Parties in India	13.01: The concept and need of political parties. 13.02: Political parties of India 13.03: Role of opposition in democracy. 13.04: The coalition government-its merits and demerits.	♦ To provide the understanding of role of Political parties in Indian in formation of government and establishing democracy in the country.	5 Marks
2.	Types of Government	14.01: Classification of Government 14.02: Parlimentry forms of Government-its merits and demerits 14.03: Presidential forms of Government-its merits and demerits 14.04: Unitary forms of Government-its merits and demerits 14.05: Federal forms of government-its merits and demerits	♦ To be acquainted with the characteristics, merits and demerits of various forms of Governments like parliamentary, presidential, unitary and federal forms of government.	5 Marks

Social Science (Economics)
Subject Code-C4, Class - IX

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
1. Fundamentals of Economics (Marks-5) (10 periods)	An introduction to the study of Economics	To create Interest of the children In the subject	♦ To explain through appropriate examples how Economics is related to individual and social life. ♦ To make the children realize the importance of Economics.
	Definition of Economics	To make the children know what economics is all about	♦ To mention the salient features of the definitions given by Smith, Marshall, Robbins and Samueison-Nordhaus
	Scope of Economics	To understand the coverage of the contents of Economics	♦ To explain the concept of main areas of Economics such as consumption, production, exchange and distribution, goods, welfare, wants, efficiency etc.
	Basic Concepts	To understand the problem of poverty and inequality	♦ To explain the meaning of utility, Price, wealth, demand, supply, market, national income, per capita income, capital saving, investment, microeconomics and macroeconomics.
2. Major Economic Issues (5 Marks) (10 periods)	Poverty and inequality	To understand the problem of the growth of population	♦ To know the meaning of poverty line. ♦ To have a broad idea about the extent of poverty and inequality in India vis-vis Assam.
	Population growth	To understand the problem of unemployment	♦ To know the population data of India and Assam as given in the Census Report, 2011 in respect of the size of population, rate of growth of population, population density and ex ratio.
	Unemployment	To understand the importance of Environmental Economics and sustainable development	♦ To know the meaning of unemployment, organized labour and unorganized labour and working population. ♦ To identify the major causes of unemployment in India and Assam.
	Sustainable developments	To understand the problem of inflation	♦ To know the definition of sustainable development and the meaning of "Green economy".
	Inflation		♦ to know the meaning of inflation, demand pull inflation, cost-push inflation, suppressed inflation; ♦ To Identify the effects of inflation on fixed income groups, savers and exportes; ♦ To know, in general, the anti-inflationary measuresmonetary(bank rate), fiscal(tax rate) and non-monetary(growth of output) mesures.

SOCIAL SCIENCE

Subject Code : C4

Class - IX

Time : 3 hours

Full Marks : 100

Pass Marks : 30

Internal Assessment : 10

Theory : 90

Internal Assessment : 10

Pass Marks in written examination : 27

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
	Section I : History		(35)
1.	Advent of Europeans into India	13	07
2.	Growth of Indian Nationalism	15	08
3.	The Moamoriya Rebellion	15	08
4.	Burmese Invasions of Assam		06
5.	Beginning of British Administration in Assam		06
	Section II : Geography		(35)
1.	Changes of Earth's Surface	15	07
2.	Atmosphere : Structure, Pressure Belts and Wind System	12	08
3.	Geography of India		10
4.	Geography of Assam		10
	Section III : Political Science and Economics		(10)
	<i>Part I : Political Science</i>		
1.	Political Parties In India	10	05
2.	Types of Government		05

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
	<i>Part II : Economics</i>		(10)
1.	Basic Concepts of Economics	10	05
2.	Basic Economic Problems		05
	Theory Total	90	90
	Internal Assessment (Environmental Project)	10	10
	Grand Total	100	100

Textbooks : 1. Social Science Part I-History (ITIHASH) for Class IX, Publisher-ASTPPC Ltd.

2. Social Science Part II- Geography (BHUGOL) for Class IX, Publisher- ASTPPC Ltd.

3. Social Science Part III- Political Science and Economics RAJNEETI and ARTHANEETI BIGYAN) for Class IX, Publisher- ASTPPC Ltd.