

CONTINUOUS LEARNING PROCESS

CLASS IX

SOCIAL SCIENCE

S No.	Months	Subjects	Chapter	Learning Outcomes
1.	April	History	The French Revolution (Unit I & II)	<p>The learner</p> <ul style="list-style-type: none"> • Recognises the various factors responsible for the outbreak of the French Revolution. • Acquires the skill of locating France on the map of Europe. • Interprets visual and images related to the 18th C France. • Categorises the views of political philosophers regarding freedom and equals laws.
2.	May	History	The French Revolution (Unit III & IV)	<ul style="list-style-type: none"> • Analyses the role of Jaccobins under the leadership of Maximillian Robespierre in the abolition of Monarchy. • Identifies the political symbols frequently used to communicate important ideas. • Constructs a timeline indicating the important events of French

				<p>Revolution.</p> <ul style="list-style-type: none"> • Appreciates the role of women during French Revolution .
3.	July	History	The French Revolution(Unit V & VI)	<ul style="list-style-type: none"> • Categorises the developments leading to Slave Trade in France. • Is able to explain the rise of Napoleon Bonaparte in France and his role in spreading revolutionary ideas of liberty & democratic rights. • Understands the changes brought by the Revolution in everyday life. • Appreciate the ideas of liberty and democratic rights- the most important legacy of French Revolution.
4.	August	History	Socialism in Europe & the Russian Revolution(Unit I & II)	<p>The Learner-</p> <ul style="list-style-type: none"> • Discriminates between the ideas of Radicals, Liberals and Conservatives and their differing ideas of Societal Change. • Analyses the political, social and economic conditions of Russia leading to

				<p>February Revolution.</p> <ul style="list-style-type: none"> • Understands the effect of First World War on Russia and its Industries.
5.	September	History	Socialism in Europe & the Russian Revolution(Unit III & IV)	<ul style="list-style-type: none"> • Constructs a timeline of events that led to February Revolution. • Recognises the role of Vladimir Lenin in bringing the outbreak of October Revolution. • Identifies the changes brought in Russia which led to establishment of a Socialist Society. • Learns about the Civil War in Russia fought between 1917-1920.
6.	October	History	Socialism in Europe and the Russian Revolution Continuation of (Unit IV & V)	<ul style="list-style-type: none"> • Understands Stalin's collectivization programme and its impact on the Russian Peasants. • Assesses the global impact of the Russian Revolution. • Critically analysis that the style of government in USSR was not

				<p>according to the ideals of Revolution.</p> <ul style="list-style-type: none"> • Recognises the international reputation of USSR.
7.	November	History	Nazism and the rise of Hitler (Unit II and III)	<ul style="list-style-type: none"> • Identifies the various factors that led to the rise of Hitler in Germany. • Recognises the role of Germany under the leadership of Hitler for the outbreak of Second World War. • Acquires the skill of locating the Allied & Axis power on the world map.
8.	December	History	Nazism and the rise of Hitler (Unit IV and V)	<ul style="list-style-type: none"> • Criticises the racial utopia and the persecution of the Jews under the Nazi rule. • Interprets visuals/images pertaining to the chapter . • Constructs a time line indicating the important events from the year 1920-1945. • Sympathises with the Jews for the atrocities they suffered during the “Holocaust”.
9.	January	History	Entire syllabus	The learner

			of the subject (Revision –oral test, Pen Paper Test , Map Practice)	<ul style="list-style-type: none"> • Recognises facts and events related to the chapters taught and answers in the class. • Recalls the various aspects of the units taught during revision. • Develops the skill of interpreting indirect & HOTS questions and answering them in the pen paper test. • Locates the countries on the world map and important cities on the map of France.
1.	April	Geography	India-Size and Location	<p>The Learner</p> <ul style="list-style-type: none"> • Understands the location of India on the World Map. • Appreciates the importance of India’s relation with the World through ages. • Develops the skill to locate important Latitudes and Longitudes passing through India. • Understands the implication of vast Longitudinal

				<p>and Latitudinal extent of India.</p> <ul style="list-style-type: none"> • Imbibes the knowledge why an ocean is named after India.
2.	May	Geography	<p>Physical features of India</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> -Introduction -The Concepts Plate Tectonics -The Himalayas (Divisions in North-South direction and East-West Direction) 	<p>The Learner</p> <ul style="list-style-type: none"> • Identifies the role of natural forces causing changes in the earth landforms. • Analysis the importance of Himalayas as Climatic divide. • Acquaints with the productive and protective role of Himalayas. • Locates major Peaks, Hills and Lakes on the map of India.
3.	July	Geography	<p>Physical features of India</p> <p><u>Topics :</u></p> <ul style="list-style-type: none"> -The Northern Plains -The Peninsular Plateau -The Indian Desert -The Coastal Plains -The Islands 	<ul style="list-style-type: none"> • Assesses the role of Northern Plains as food bowl of India. • Distinguishes between Western Ghats and Eastern Ghats • Understands the importance of Thar-Desert. • Realises the necessity of islands for a country. • Explains the meaning of the term Corals. • Locates Andaman

				Nicobar and Lakshyadweep groups on the political map of India.
4.	August	Geography	<p>Climate</p> <p><u>Topics :</u></p> <p>-Introduction</p> <p>-Climatic Controls</p> <p>-Factors affecting India's Climate</p> <p>-The Indian Monsoon</p>	<p>The Learner</p> <ul style="list-style-type: none"> • Exhibits a clear understanding of difference between Climate and Weather. • Acquaints with the meaning of Monsoon. • Familiarises with the Natural forces affecting the Climate as a Whole. • Explains the Climate of India. • Get sensitized towards the Climate of India.
5.	September	Geography	<p>Climate</p> <p><u>Topics :</u></p> <p>-The onset of the Monsoon and Withdrawal</p> <p>-The Seasons</p> <p>(1) Winter</p> <p>(2) Summer</p> <p>(3) The Rainy Season</p>	<p>The Learner</p> <ul style="list-style-type: none"> • States the significance of various climatic controls affecting Climate of India. • Understands the characteristics of the cold weather and the Hot Weather Season. • Explains the meaning of the terms- The Burst of the Monsoon, Mahawat, Loo and Kaal-Baisakhi. • Analyses the role of advancing the Monsoon as game changer of

				Indian Climate.
6.	October	Geography	<p>Climate</p> <p><u>Topics :</u></p> <p>-Relating Monsoon</p> <p>-Distribution of Rainfall</p> <p>-Monsoon as a unifying Bond</p>	<p>The learner</p> <ul style="list-style-type: none"> • Recognises the significance of Retreating Monsoon. • Explains the term- October Heat • Distinguishes the distribution of Rainfall all over India. • Appreciates the role of meteorological department and weather forecast in daily life. • Understands the role of Monsoon as a Unifying Bond.
7.	November	Geography	<p>Natural Vegetation and Wildlife</p> <p><u>Topics :</u></p> <p>-Relief</p> <p>-Climate</p> <p>-Ecosystem</p> <p>-Tropical Rain Forests</p> <p>-Tropical deciduous forests.</p>	<p>The Learner</p> <ul style="list-style-type: none"> • Exhibits clean understanding of the terms- Virgin, Vegetation, Ecosystem and Biome. • Compares between Flora and Fauna. • Describes diverse Flora and Fauna as well as their distribution in the Country. • Demonstrates beliefs in peaceful coexistence of Human beings and Flora and Fauna.

8.	December	Geography	Natural Vegetation and Wildlife <u>Topics :</u> -The Thorn Forests -Montane Forests -Mangrove Forests -Wild Life	The Learner <ul style="list-style-type: none"> • Develops clear understanding of various types of Vegetation and Wild Life. • Appreciates the role of Wildlife to maintain Ecological balance. • Identifies the Herbs and Shrubs which are used for medicinal purposes. • Realizes the role of Humans in disturbing the Environment. • States the duties of citizens with regard to protection of Flora and Fauna. • Locates Wildlife Sanctuaries and National Parks on the political map of India.
9.	January	Geography	Revision (Pen-Paper, Oral) Entire Syllabus	The Learner <ul style="list-style-type: none"> • Recalls the Topics completed in the class. • Fills with confidence to prepare himself/herself for final exams. • Gets a chance to judge his/her own assessment. • Gets a chance to learn from

				<p>his/her mistakes.</p> <ul style="list-style-type: none"> • Develops the habit of practicing again and again.
1.	April	Political Science	<p>What is Democracy? Why Democracy? (Definition & features of Democracy)</p>	<p>The Learner-</p> <ul style="list-style-type: none"> • Understands Democracy and its functioning. • Identifies the salient features of Democracy. • Develops a sophisticated defence for Democracy after studying the long process it took to evolve. • Admires the importance that has been given to all the citizens in a Democracy.
2.	May	Political Science	<p>What is Democracy, Why Democracy (Merits & Demerits of Democracy, Broader meaning of Democracy)</p>	<p>The Learner is able to:</p> <ul style="list-style-type: none"> • Distinguish between Democratic and Non-Democratic forms of Government. • Is able to bring out the Merits and Demerits of Democratic Government. • The learner interprets a broader meaning of Democracy that can be applied in all other fields of life. • Appreciates the

				<p>way human dignity is enhanced in a democratic country by giving them right to elect their rulers.</p>
3.	July	Political Science	<p>Constitutional Design (Making of the Indian Constitution, The constituent assembly)</p>	<p>The Learner</p> <ul style="list-style-type: none"> • Understands how the Indian Constitution was made. • Interprets the circumstances when the Constitution was made. • Admires the efforts of the members who worked to frame this sacred document. • Understands the foresightedness of the framers of the constitution and importance of constitution of a Country. • Develops a feeling of respect for this important document.
4.	August	Political Science	<p>Constitutional Design (Guiding values Philosophy of the Constitution)</p>	<p>The Learner</p> <ul style="list-style-type: none"> • Understands the foundation values of the Constitution. • Assumes how these ideals have moulded this document into a 'Sacred Document'.

				<ul style="list-style-type: none"> • Compares Indian Constitution with the Constitution of other Countries of the World. • Realises the difficulties the framers might have faced while framing constitution for a diverse country like India. • Understands why Indian Constitution is also called a living document.
5.	September	Political Science	Electoral Politics (Why Elections, Merits & Demerits of Political Competition)	<p>The Learner</p> <ul style="list-style-type: none"> • Understands the meaning of the term "Election". • Analyses the importance of Elections in a Democratic country like India. • Learner is able to bring out the merits and demerits of Elections. • Learner is familiar with the peculiar features or characteristics that makes an election democratic.
6.	October	Political Science	Electoral Politics (Indian System of Elections and challenges to	<ul style="list-style-type: none"> • The learner is able to make himself/herself acquaint with the election process

			free and fair Elections)	<p>followed in India.</p> <ul style="list-style-type: none"> • Locates places on the map of India indicating “Loksabha Constituencies”. • Compare and contrasts Indian elections with elections held in other parts of the World. • Appreciates steps taken by Election Commission of India to conduct fair elections. • Admires Indian Constitution that it has given this special power to all the adult citizens. • Categorises national and regional parties.
7.	November	Political Science	Electoral Politics (Why Elections, Merits & Demerits of Political Competition)	<p>The Learner</p> <ul style="list-style-type: none"> • Understands the meaning of the term “Election”. • Analyses the importance of Elections in a Democratic country like India. • Learner is able to bring out the merits and demerits of Elections. • Learner is familiar with the peculiar features or characteristics

				that makes an election democratic.
8.	December	Political Science	Working of Institutions (Political, Executive, The Judiciary)	<ul style="list-style-type: none"> • The learner is able to differentiate between Political and Permanent Executive. • Understands the manner in which major decisions are taken. • The learner analyses the position of P.M. and President in India. • Becomes familiar with the ways different disputes are resolved. • Admires the system that has given total freedom to all organs of the government i.e. Legislature, Executive and Judiciary.
9.	January	Political Science	Revision (Written, Oral , Entire Syllabus)	<p>The learner is</p> <ul style="list-style-type: none"> • Able to recall the content done in the class. • The learner is able to give the answers to the questions asked both in Written and Oral Revision. They are able to complete the test in the given time.

				They are also able to identify the signs, slogans and logos used by different parties during the elections.
1.	April	Economics	The Village of Palampur <u>Subheadings</u> -Factors of Production -Land is fixed	<ul style="list-style-type: none"> • The learner identifies the factors of production land, labour, Capital and Entrepreneur. • Recognises the difference between fixed capital and working capital, Retrieves facts, figures for example, list various factors of production. • The learner learns to understand the unit of measuring land. • Interprets for example pie and bar diagram of data related to agriculture production. • Admires the efforts of framers to grow multiple crops to increase production on land and adoption of new techniques of irrigation.
2.	May	Economics	-Green	<ul style="list-style-type: none"> • Analyses the role

			<p>Revolution -Capital needed in farming -Non Farm Production</p>	<p>of Government and Agriculture and Research Department for inventing Green Revolution and its impact on Indian Farming.</p> <ul style="list-style-type: none"> • The learner understands the distribution of land in Palampur and how it affects the farming. • The learner recognizes the need of capital and the use of modern farming techniques. • Learns to understand about non farming production activities such as Dairy, Small Scale Manufacturing Units, Shopkeeping and Transportation.
3.	July	Economics	People as Resource	<ul style="list-style-type: none"> • The learner recognizes “The People” as an important source of development for the Country. • The students understands that the development of the country lies in the “Human Capital Formation.” • Learns to

				<p>differentiate between economics and non-economic activities.</p> <ul style="list-style-type: none"> • Recognises the Market and Non Market Activities.
4.	August	Economics	People as Resource	<ul style="list-style-type: none"> • The learner analyses the role of Education and Health in Human Capital Formation. • The learner admires the efforts of the government in launching various education schemes like Navodaya Vidyalaya, Sarva Shiksha Abhiyaan and Mid Day Meal, Vocationalisation , setting up of more Universities and Professional Colleges. • The learner understands the government National Policy for strengthening the health infrastructure in the Country.
5.	September	Economics	People as Resource	<ul style="list-style-type: none"> • The learner identifies the meaning of Unemployment

				<p>(a major issue of concern) in our Country.</p> <ul style="list-style-type: none"> • The student categories the nature of unemployment between Seasonal and disguised unemployment. • The learner identifies the effects of unemployment on the Youth of the Country. They understand how the people who are an asset for the country turns into a liability.
6.	October	Economics	Poverty as a Challenge	<ul style="list-style-type: none"> • Sensitize the learners about the inequalities existing in the society and the condition of the under privileged Section of the Society. • The learner identifies the comparative study of Rural and Urban Poverty. • Develops an empathy towards the vulnerable group of the Society.
7.	November	Economics	Poverty as a Challenge	<ul style="list-style-type: none"> • The learner understands the difference

				<p>between Relative and Absolute Poverty.</p> <ul style="list-style-type: none"> • The students recognizes the ways for measuring poverty through Income and Expenditure Method and setting of the poverty line. • Interprets for example Bar Diagrams, Graphs showing data related to change in Poverty Trends. • Analyses the global poverty scenario over a period of time and the efforts of the Millennium development goals of United Nations.
8.	December	Economics	Poverty as a Challenge	<ul style="list-style-type: none"> • The learner tries to identifies the causes of poverty in the society. • Learns to create awareness about the antipoverty measures and the objectives adopted by the government in India.
9.	January	Economics	Revision	<ul style="list-style-type: none"> • The learners learn to express answers in own words. • Writing

				<p>expression improves – Pen Paper Test.</p> <ul style="list-style-type: none">• The learner enables to find short questions and answers from the chapter.