

COURSE STRUCTURE CLASS IX (2021-2022)

Subject: SOCIAL SCIENCE
(CBSE SUBJECT Code No. 087)

Term –I

No.	Units	Marks
I	India and the Contemporary World – I	10
II	Contemporary India – I	10
III	Democratic Politics – I	10
IV	Economics	10
Total		40

Term –II

No.	Units	Marks
I	India and the Contemporary World – I	10
II	Contemporary India – I	10
III	Democratic Politics – I	10
IV	Economics	10
Total		40

TERM WISE SYLLABUS

TERM-I

Text Book	Content	Learning objectives
India and the Contemporary World - I	Section 1: Events and Processes: <i>(All the three themes are compulsory)</i> I. The French Revolution: French Society During the Late Eighteenth Century, The Outbreak of the Revolution, France Abolishes Monarchy and Becomes a Republic, Did Women have a Revolution?, The Abolition of Slavery, The Revolution and Everyday Life	In this theme students would get familiarized with distinct ideologies, extracts of speeches, political declaration as well as politics of caricatures, posters and engravings. Students would learn how to interpret these kinds of historical evidences. <ul style="list-style-type: none">• Familiarize with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it.• Know the use of written, oral and visual material to recover the history of revolutions.
Contemporary India–I	Ch.1: India-Size and Location <ul style="list-style-type: none">• Size, Location• India and the World• India’s Neighbours	<ul style="list-style-type: none">• Identify the location of India in the Indian subcontinent.
Contemporary India–I	Ch.2: Physical Features of India: Major Physiographic Divisions	<ul style="list-style-type: none">• Understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types.
Democratic Politics – I	Ch.1: What is Democracy? Why Democracy? <ul style="list-style-type: none">• What is Democracy?• Features of Democracy• Why Democracy?• Broader Meaning of Democracy	<ul style="list-style-type: none">• Develop conceptual skills of defining democracy.• Understand how different historical processes and forces have promoted democracy.• Develop a sophisticated defense of democracy against common prejudices. Develop a historical sense of the choice and nature of democracy in India.

Democratic Politics – I	Ch.2: Constitutional Design: <ul style="list-style-type: none"> • Why do we need a Constitution? • Making of the Indian Constitution • Guiding Values of the Indian Constitution 	<ul style="list-style-type: none"> • Understand the process of Constitution making. • Develop respect for the Constitution and appreciation for Constitutional values. • Recognize Constitution as a dynamic and living document.
Economics	Ch.1: The Story of Village Palampur: <ul style="list-style-type: none"> • Overview • Organization of production • Farming in Palampur • Non-farm activities of Palampur. 	<ul style="list-style-type: none"> • Familiarize with basic economic concepts through an imaginary story of a village.
Economics	Ch.2: People as Resource: <ul style="list-style-type: none"> • Overview • Economic activities by men and women • Quality of Population • Unemployment 	<ul style="list-style-type: none"> • Understand the demographic concepts • Understand how population can be as asset or a liability for the nation.

LIST OF MAP ITEMS CLASS IX (2021-22)

SUBJECT – HISTORY

Chapter-1: The French Revolution

Outline Political Map of France

- Bordeaux
- Nantes
- Paris
- Marseilles

SUBJECT – GEOGRAPHY

Chapter -1: India-Size and Location

India-States with Capitals, Tropic of Cancer, Standard Meridian

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, Chotta Nagpur Plateau, Malwa Plateau

Coastal Plains - Konkan, Malabar, Coromandel & Northern Circar

TERM-II

Text Book	Content	Learning objectives
India and the Contemporary World - I	Ch. 2 Socialism in Europe and the Russian Revolution: <ul style="list-style-type: none"> • The Age of Social Change • The Russian Revolution • The February Revolution in Petrograd • What Changed after October? • The Global Influence of the Russian Revolution and the USSR 	<p>In this theme students would get familiarized with distinct ideologies, extracts of speeches, politics of caricatures, posters and engravings. Students would learn how to interpret these kinds of historical evidences.</p> <ul style="list-style-type: none"> • Explore the history of socialism through the study of Russian Revolution. • Familiarize with the different types of ideas that inspired the revolution.
India and the Contemporary World - I	Ch. 3 Nazism and the Rise of Hitler <ul style="list-style-type: none"> • Birth of the Weimar Republic • Hitler's Rise to Power • The Nazi Worldview • Youth in Nazi Germany • Ordinary People and the Crimes Against Humanity 	<ul style="list-style-type: none"> • Discuss the critical significance of Nazism in shaping the politics of modern world. • Get familiarized with the speeches and writings of Nazi Leaders.
Contemporary India–I	Ch. 3 Drainage <ul style="list-style-type: none"> • Major rivers and tributaries • Lakes • Role of rivers in the economy • Pollution of rivers <p><i>Note: Only Map Items as given in the Map List from this chapter to be evaluated in Examination.</i></p>	<ul style="list-style-type: none"> • Identify the river systems of the country and explain the role of rivers in the human society.
Contemporary India–I	Ch.4: Climate <ul style="list-style-type: none"> • Concept • Climatic Controls • Factors influencing India's climate • The Indian Monsoon • Distribution of Rainfall • Monsoon as a unifying bond. 	<ul style="list-style-type: none"> • Identify various factors influencing the climate and explain the climatic variation of our country and its impact on the life of the people. • Explain the importance and unifying role of monsoons.
Contemporary India–I	Ch.5: Natural Vegetation and Wild Life: <ul style="list-style-type: none"> • Factors affecting Vegetation • Vegetation types • Wild Life Conservation. 	<ul style="list-style-type: none"> • Explain the nature of diverse flora and fauna as well as their distribution. • Develop concern about the need to protect the biodiversity of our country.

<p>Democratic Politics – I</p>	<p>Ch.3: Electoral Politics:</p> <ul style="list-style-type: none"> • Why Elections? • What is our System of Elections? • What makes elections in India democratic? 	<ul style="list-style-type: none"> • Understand representative democracy via competitive party politics. • Familiarize with Indian electoral system. • Reason out for the adoption of present Indian Electoral System. • Develop an appreciation of citizen's increased participation in electoral politics. • Recognize the significance of the Election Commission.
<p>Democratic Politics – I</p>	<p>Ch.4: Working of Institutions:</p> <ul style="list-style-type: none"> • How is the major policy decision taken? • Parliament • Political Executive • Judiciary 	<ul style="list-style-type: none"> • Get an overview of central governmental structures. • Identify the role of Parliament and its procedures. • Distinguish between political and permanent executive authorities and functions. • Understand the parliamentary system of executive's accountability to the legislature. • Understand the working of Indian Judiciary.
<p>Economics</p>	<p>Ch.3: Poverty as a Challenge:</p> <ul style="list-style-type: none"> • Two typical cases of poverty • Poverty as seen by Social Scientists • Poverty Estimates • Vulnerable Groups • Interstate disparities • Global Poverty Scenario • Causes of Poverty • Anti-poverty measures • The Challenges Ahead 	<ul style="list-style-type: none"> • Understand poverty as a challenge. • Identify vulnerable group and interstate disparities • Appreciate the initiatives of the government to alleviate poverty.

TERM II LIST OF MAP ITEMS CLASS IX (2021-22)

SUBJECT – HISTORY

Chapter-2: Socialism in Europe and the Russian Revolution

Outline Political Map of World (For locating and labeling/ Identification)

Major countries of First World War (Central Powers and Allied Powers)

Central Powers - Germany, Austria-Hungary, Turkey (Ottoman Empire)

Allied Powers - France, England, Russia, U.S.A.

Chapter-3: Nazism and Rise of Hitler

Outline Political Map of World (For locating and labeling / Identification)

Major countries of Second World War

Axis Powers – Germany, Italy, Japan ; *Allied Powers* – UK, France, Former USSR, USA

Territories under German expansion (Nazi Power)

Austria, Poland, Czechoslovakia (only Slovakia shown in the map), Denmark, Lithuania, France, Belgium

SUBJECT – GEOGRAPHY

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

Areas receiving rainfall less than 20 cm and over 400 cm (Identification only)

Chapter - 5: Natural Vegetation and Wild Life

Vegetation Type: Tropical Evergreen Forest, Tropical Deciduous Forest, Thorn Forest, Montane Forests and Mangrove- For identification only

National Parks: Corbett, Kaziranga, Ranthambor, Shivpuri, Kanha, Simlipal & Manas

Bird Sanctuaries: Bharatpur and Ranganthitto

Wild Life Sanctuaries: Sariska, Mudumalai, Rajaji, Dachigam (Location and Labelling)

PROJECT WORK CLASS IX (2020-21)

1. Every student has to compulsorily undertake **one project on Disaster Management**.
2. **Objectives:** The main objectives of giving project work on Disaster Management to the students are to:–
 - a) Create awareness in them about different disasters, their consequences and management.
 - b) Prepare them in advance to face such situations,
 - c) Ensure their participation in disaster mitigation plans,
 - d) Enable them to create awareness and preparedness among the community.
3. The project work should also help in enhancing the Life Skills of the students.
4. If possible, various forms of art may be integrated in the project work.
5. In order to realize the expected objectives completely, 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.
6. The distribution of marks over different aspects relating to Project Work is as follows:

S.NO.	ASPECT	MARKS
a	Content accuracy, originality and analysis	2
b	Presentation and creativity	2
c	Viva Voce	1

7. The project carried out by the students should subsequently be shared among themselves through Interactive sessions such as exhibitions, panel discussions, etc.
8. All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
9. A Summary Report should be prepared highlighting:
 1. objectives realized through individual or group interactions;
 2. calendar of activities;
 3. innovative ideas generated in this process ;
 4. list of questions asked in viva voce
10. 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.
11. The Project Report should be handwritten by the students themselves.
12. The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

Prescribed Books

- | | |
|---|---|
| 1. India And The Contemporary world-I, (History), | Published by NCERT |
| 2. Contemporary India-I, (Geography) | Published by NCERT |
| 3. Democratic Politics-I, (Political Science) | Published by NCERT |
| 4. Economics, | Published by NCERT |
| 5. Together, Towards a Safer India part-II, | A text book on Disaster Management for class –IX, Published by CBSE |
| 6. Learning Outcome for Secondary Classes | Published by NCERT |

Note: Please procure latest reprinted edition of prescribed NCERT textbooks.