

**Class – IX**  
**REVISED SYLLABUS**  
**(For the Session of 2020-21 Only)**  
**SOCIAL SCIENCE**  
**(THEORY)**

**Unit 1 : India and the Contemporary World - I**

Themes	Objectives
<p>Any two themes from each of the first two sub-units and one from the third could be studied.</p> <p><b>Sub-unit 1.1 : Events and processes.</b></p> <p>In this unit the focus is on three events and processes that have in major ways shaped the identity of the modern world. Each represents a different form of politics, and a specific combination of forces. One event is linked to the growth of liberalism and democracy, one with socialism, and one with a negation of both democracy and socialism.</p> <p><b>1. French revolution :</b></p> <p>(a) The Ancient Regime and its crises.            (b) The social forces that led to the revolution. (c) The different revolutionary groups and ideas of the time. (d) The legacy.</p>	<ul style="list-style-type: none"> <li>• In each of the themes in this unit students would be made familiar with extracts of speeches, political declarations, as well as the politics of caricatures, posters and engravings. Students would learn how to interpret these kinds of historical evidences.</li> <li>• Familiarize students with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it.</li> <li>• Show how written, oral and visual material can be used to recover the history of revolutions.</li> <li>• Explore the history of socialism through a study of the Russian revolution.</li> </ul>



<p>Agricultural Revolution in England and small peasant production in colonial India)</p> <p><b>Sub-unit 1.3 : Culture, Identity and Society</b> The themes in this unit will consider how issues of culture are linked up to the making of contemporary world.</p> <p><b>7. Sports and politics :</b> The story of cricket (a) The emergence of cricket as an English sport. (b) Cricket and colonialism. (c) Cricket nationalism and de-colonialization.</p> <p><b>8. Clothes and cultures.</b> (a) A short history of changes in clothing. (b) Debates over clothing in colonial India. (c) Swadeshi and the movement for Khadi.</p> <p><b>Sub-unit 1.4 : Map Work. (2 Marks).</b></p>	<p>different histories.</p> <ul style="list-style-type: none"> <li>• Suggest how sports also have a history and that it is linked up with the politics of power and domination.</li> <li>• Introduce students to some of the stories in cricket that have historical significance.</li> <li>• Show how clothing has a history, and how it is linked to questions of cultural identity.</li> <li>• Discuss how clothing has been the focus of intense social battles</li> </ul>
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## Unit 2 : India - Land and the People

Themes	Objectives
<p>1. <b>India</b> : location, relief, structure, major physiographic units.</p>	<p>To understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types</p>
<p>2. <b>Climate</b> : factors influencing the climate; monsoon- its characteristics, rainfall and temperature distribution; seasons; climate and human life.</p>	<p>To identify the various factors influencing the climate and explain the climatic variation of our country and its impact on the life of the people. To explain the importance and unifying role of monsoons;</p>
<p>4. <b>Natural Vegetation</b> : vegetation types, distribution as well as altitudinal variation, need for conservation and various measures.</p>	<p>To find out the nature of diverse flora and fauna as well as their distribution.</p>
<p>5. <b>Wildlife</b> : major species, their distribution, need for conservation and various measures.</p>	<p>To develop concern about the need to protect the bio-diversity of our country.</p>

7. <b>Map Work</b> (4 marks).	
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### Project/Activity

Learners may identify songs, dances, festivals and special food preparations associated with certain seasons in their particular region, and whether they have some commonality with other regions of India.

Collection of material by learners on the flora and fauna of the region in which their school is situated. It should include a list of endangered species of the region and also information regarding efforts being made to save them.

### Posters

River pollution.

Depletion of forests and ecological imbalance.

## Unit 3 : Democratic Politics - I

Themes	Learning Objectives
<p><b>1. What is democracy? Why democracy?</b> What are the different ways of defining democracy? Why has democracy become the most prevalent form of government in our times? What are the alternatives to democracy? Is democracy superior to its available alternatives? Must every democracy have the same institutions and values?</p>	<ul style="list-style-type: none"> <li>• Develop conceptual skills of defining democracy</li> <li>• Understand how different historical processes and forces have promoted democracy.</li> <li>• Developing a sophisticated defence of democracy against common prejudices</li> <li>• Develop a historical sense of the choice and nature of democracy in India.</li> </ul>
<p><b>2. Designing of Democracy in India</b> How and why did India become a democracy? How was the Indian constitution framed? What are the salient features of the Constitution? How is democracy being constantly designed and redesigned in India?</p>	<ul style="list-style-type: none"> <li>• Introduction to the process of Constitution making</li> <li>• Develop respect for the Constitution and appreciation for Constitutional values</li> <li>• Recognise that constitution is a living document that undergoes changes.</li> <li>• Introduce the idea of representative democracy via competitive party politics.</li> </ul>
<p><b>3. Electoral politics in democracy</b></p>	<ul style="list-style-type: none"> <li>• Familiarise with our electoral system</li> </ul>

<p>Why and how do we elect representatives? Why do we have a system of competition among political parties? How has the citizens' participation in electoral politics changed? What are the ways to ensure free and fair elections?</p> <p><b>4. Institutions of parliamentary democracy</b></p> <p>How is the country governed? What does Parliament do in our democracy? What is the role of the President of India, the Prime Minister and the Council of Ministers? How do these relate to one another?</p> <p><b>5. Citizens' rights in democracy</b></p> <p>Why do we need rights in a constitution? What are the Fundamental Rights enjoyed by the citizen under the Indian constitution? How does the judiciary protect the Fundamental Rights of the citizen? How is the independence of the judiciary ensured?</p>	<p>and reasons for choosing this.</p> <ul style="list-style-type: none"> <li>• Develop an appreciation of citizen's increased participation in electoral politics.</li> <li>• Recognise the significance of the Election Commission.</li> <li>• Provide an overview of central governmental structures.</li> <li>• Sensitise to the key role of the Parliament and its procedures.</li> <li>• Distinguish between nominal and real executive authorities and functions.</li> <li>• Understand the parliamentary system of executive's accountability to the legislature.</li> <li>• Develop a citizens' awareness of their rights.</li> <li>• Introduction to and appreciation of the Fundamental Rights.</li> <li>• Recognition of the ways in which these rights are exercised and denied in real life situations.</li> <li>• Introduction to judicial system and key institutions like the Supreme Court, High Courts and National Human Rights Commission.</li> </ul>
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## Unit - 4 : Understanding Economics – I

Themes	Objectives
<p><b>1. The economic story of Palampore:</b> Economic transactions of Palampore and its interaction with the rest of the world through which the concept of production (including three factors of production (land, labour and capital) can be introduced.</p> <p><b>2. People as Resource :</b> Introduction of how people become resource/asset; economic activities done by men and women; unpaid work done by women; quality of human resource; role of health and education; unemployment as a form of nonutilisation of human resource; sociopolitical implication in simple form</p> <p><b>3. Poverty as a challenge facing India :</b> Who is poor (through two case studies one rural</p>	<p>Familiarising the children with some basic economic concepts through an imaginary story of a village</p> <p>Familiarisation of a few population related concepts and sensitization of child that people as asset can participate and contribute in nation building</p> <p>Understanding of poverty as a challenge and</p>

<p>one urban); indicators; absolute poverty (not as a concept but through a few simple examples) - why people are poor ; unequal distribution of resources; comparison between countries; steps taken by government for poverty alleviation</p>	<p>sensitization of the learner;  Appreciation of the government initiative to alleviate poverty</p>
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**Suggested Activities / Instructions :**

**Theme I :** Give more examples of activities done by different workers and farmers.

Numerical problems can also be included.

Some of the ways through which description of villages are available in the writings of Prem Chand, M N Srinivas and R K Narayan. They may have to be referred.

**Theme II :** Discuss the impact of unemployment.

Debate on whether all the activities done by women should be included or not. Why?

Is begging an economic activity? Discuss.

Is it necessary to reduce population growth or family size? Discuss.

**Theme IV :** Visit a few farms in a village and collect the details of foodgrains cultivated;

Visit a nearby ration shop and collect the details of goods available;

Visit a regulated market yard and observe how goods are transacted and get the details of the places where the

goods come and go.

**Unit - 5 : Disaster Management**

1. **Man made disasters** - Nuclear, Biological and Chemical.

2. **Common Hazards** - Prevention and Mitigation

3. **Community Based Disaster Management.**